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Great Britain.

MINUTES

OF THE

COMMITTEE OF COUNCIL ON EDUCATION;

WITH

APPENDICES.

1841-42

LONDON:
PRINTED BY WILLIAM CLOWES AND SONS,
STAMFORD STREET,
(*For Her Majesty's Stationery Office.*)

1842.

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Educ. R2075.2,3

1863, Oct. 15.

Hon. Charles Sumner,

of Boston.

(H. C. 1830.)

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MINUTES

OF THE

COMMITTEE OF COUNCIL ON EDUCATION.

1841-2.

No. 1.

CORRESPONDENCE with the WYCOMBE UNION respecting a Grant towards the Creation of a District School for Pauper Children.

MEMORIAL of the GUARDIANS of the WYCOMBE UNION.

To the Right Honourable the Lords of the Committee of Council on Education.

The Memorial of the Guardians of the Wycombe Union, in the Counties of Buckingham and Oxford,

HUMBLY SHOWETH,

That this union comprises thirty-three parishes, containing a population of 34,086.

That your memorialists are desirous of affording an industrial education to the orphan and deserted children who are or may become chargeable to the union funds; and, with the view of providing for them such benefits, your memorialists propose to convert the workhouse of the parish of Bledlow into a school of industry, and to provide therein for the lodging and maintenance of 300 children.

That your memorialists contemplate admitting to such school the pauper children of the neighbouring unions at the cost of their maintenance and education.

That in this union alone the orphan and deserted children, and the children who may be considered permanent paupers, whether from the mental or bodily afflictions of their parents, average 70 in number.

That your memorialists have undertaken the erection of a new workhouse for the adult paupers of this union, and for those children who are not likely to become permanent inmates of the workhouse, and, contemplating the conversion of the Bledlow parochial workhouse into a school of industry, have adopted plans for such union workhouse, in which extensive accommodation for children is not provided.

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That your memorialists having rendered the Bledlow parochial workhouse, at an expenditure of 1,500*l.*, a most convenient building for lodging and maintaining 300 children, but having, as they are advised by Mr. Parker, the Assistant Poor Law Commissioner of this district, no authority to expend their funds in building school-rooms to accommodate other than pauper children of this union, and there being no charitable funds or endowments applicable to such purposes, your memorialists hope that your lordships will deem the circumstances herein stated sufficient to induce your lordships to treat the case as special, and grant your memorialists the sum of 500*l.* for the erection of two large class-rooms.

And your memorialists will ever pray, &c.

Given under our Common Seal, at a Meeting of the said Board of Guardians, this 23rd day of July, 1841. (L. S.)

LETTER from J. P. KAY, Esq., to the CLERK of the GUARDIANS of the WYCOMBE UNION.

Committee of Council on Education,
Council Office, Whitehall, 25th August, 1841.

SIR,

THE Committee of Council on Education have had under their consideration the memorial of the guardians of the Wycombe Union, in the counties of Oxford and Buckingham, praying that their lordships would be pleased to appropriate 500*l.* from the parliamentary grant for the promotion of education in Great Britain for the erection of school-rooms in connexion with their workhouse at Bledlow, for the education of the pauper children whom it is intended to assemble from the Wycombe and the neighbouring unions in a district school.

My Lords desire to express to the guardians their entire concurrence in opinion with them respecting the importance of removing the pauper children from the workhouses, and of assembling them in district schools, in order to separate them from the contaminating associations to which they are liable in the workhouses, and to secure the efficiency of their instruction in religion and industry, and of their training for the discharge of the duties of their station in after-life.

The arrangements which the guardians are desirous to carry into effect seem equally prudent in detail as they are excellent in principle, and my Lords would rejoice to promote the immediate adoption of them by any encouragement which they could afford.

But their lordships are of opinion that those clauses of the Poor Law Amendment Act relative to district schools which were discussed in Parliament last session will be brought under the attention of both houses at an early period, and that mean-

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while their lordships cannot anticipate that the requisite facilities for the establishment of district schools will not be afforded the guardians by the legislature.

Meanwhile, therefore, my Lords are constrained to suspend their decision on this application until the will of Parliament is declared.

I have, &c.
(Signed) J. P. KAY.

LETTERS from J. G. TATEM, Esq., to J. P. KAY, Esq.

SIR, Wycombe, 7th September, 1841.

YOUR letter containing the reply of the Committee of Council on Education to the memorial of the guardians of the Wycombe Union, relative to a grant of 500*l.* for establishing a district school at Bledlow for the education of the pauper children of the Wycombe and neighbouring unions, was laid before the board at their meeting on the 27th ultimo; and I am desired by the guardians to express their gratitude to their lordships for the favourable reception given to their memorial, and also the great satisfaction they have derived from the plan contained in such memorial having met their lordships' approbation.

The guardians trust that the subject of district schools will be entertained by Parliament whenever the Poor Law is brought under the consideration of the legislature; but should the subject be deferred, the board presume to hope that a plan of so much importance, and promising such beneficial effects, will be favoured with the further consideration of their lordships, and the Wycombe Union enabled, by the grant of the sum prayed for, to make the interesting experiment.

I feel much pleasure in having to make this communication, and have, &c.

(Signed) J. G. TATEM,
Chairman.

No. 2.

CORRESPONDENCE with the GLASGOW EDUCATIONAL SOCIETY respecting a Grant to the Normal and Model School of that Society at Glasgow, together with two Reports from JOHN GIBSON, Esq., Her Majesty's Inspector of Schools in Scotland.

LETTER from the GLASGOW EDUCATIONAL SOCIETY to J. P. KAY, Esq.

SIR, Glasgow, 22nd August, 1839.

ON the part of the committee of the Glasgow Educational Society, we take leave to apply to you for information, whether

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the Right Honourable the Committee of Her Majesty's Privy Council on Education are disposed to direct the grant to them of 1,000*l.* towards the expense of erecting their Normal schools, for which application was made in September last year to the Lords of Her Majesty's Treasury by a committee of the subscribers to these schools, as the Committee of the Educational Society still labour under great embarrassment from the burden of the debt which they have incurred in their erection.

The committee trust at some future period to be able to impress the Lords of the Committee of Council with the strength of their claims for a larger grant of money; but, relying on the future favourable consideration of the committee, they are anxious to represent the importance of this part being made without delay.

We are, &c.

(Signed) JOHN LEADBITTER, Treasurer.
JAMES BUCHANAN, Treasurer.
DAVID STOW, Secretary.
WILLIAM BROWN, Member of Committee.

LETTER from J. P. KAY, Esq., to JOHN LEADBITTER, Esq.

Committee of Council on Education,
SIR, Council Office, Whitehall, 21st September, 1839.

WITH reference to a letter of the 22nd August, 1839, addressed to the secretary of the Committee of Council on Education by yourself and other gentlemen, on behalf of the Committee of the Glasgow Educational Society, applying for a grant of 1,000*l.* in aid of that society's Normal school, I am directed by the Lords of the Committee of Council on Education to acquaint you, that in making any grant for a Normal school, or for any other school, their lordships will require the right of inspection as an indispensable condition of the grant.

Persons authorized by the Privy Council will be appointed from time to time to inspect schools aided by public grants, for the purpose of seeing that the proposed arrangements towards which the public have been called upon to contribute are fully carried into effect.

The inspectors appointed for this purpose will not possess or claim any right to interfere with the religious teaching, and will neither claim nor exercise any authority as to the discipline and management of the schools; but they will be directed to report to the committee as to the secular instruction and general regulation of the schools, so as to enable the Committee to make to Her Majesty in Council a faithful report, to be laid before both Houses of Parliament.

I am directed to request that you will communicate this letter

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to the Committee of the Glasgow Educational Society, and then acquaint me, for their lordships' information, whether the application of that society is upon this understanding renewed to the Committee of Council.

I am, &c.
(Signed) J. P. KAY.

LETTER from JAMES BUCHANAN, Esq., to the COMMITTEE of COUNCIL on EDUCATION.

MY LORDS, Glasgow, 2nd December, 1839.

ON the part of the Glasgow Educational Society, I beg to enclose a certificate from the promoters of their model schools, which they hope will be in the form required by your lordships, and that your lordships will be pleased in consequence to make payment to them of the 1,000*l.* for which they have applied.

I have, &c.
(Signed) JAMES BUCHANAN,
Assistant Treasurer.

LETTER from J. P. KAY, Esq., to the DIRECTORS of the GLASGOW EDUCATIONAL SOCIETY.

Committee of Council on Education,
GENTLEMEN, Council Office, Whitehall, 4th December, 1839.

THE Committee of Council on Education direct me to acknowledge the receipt of the letter of Mr. James Buchanan, your assistant treasurer, dated the 2nd of December, enclosing a certificate signed by certain directors of the Glasgow Educational Society, and promoters of the Normal seminary situated in Dundas Vale.

My Lords are aware that the 1,000*l.* which they have granted towards the erection of the Glasgow Normal seminary will not enable the directors to defray the whole debt which has been incurred by the very judicious and enterprising arrangements made for the education and training of teachers in that establishment, and that consequently some modification of the ordinary certificate has become inevitable. My Lords accept the certificate forwarded by the assistant treasurer, and will in a few days make arrangements for the payment of the money to such person as may be appointed to receive it by the directors of the Glasgow

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Educational Society, it being understood that the sum of 1,000*l.* thus granted is to be applied solely to the liquidation of the debt incurred in the erection of the building used as a Normal seminary in Dundas Vale.

I have, &c.
(Signed) J. P. Kay.

Memoranda.

Glasgow, 1st February, 1840.

The origin of our Society was for the establishment of infant schools and training infant schoolmasters, not precisely upon Wilderspin's plan, but we got him down at our expense to train our first and present master of our infant department (Mr. Caughie) in his mode of physical training. I immediately set about adding to it moral training, and being a teacher of a Sunday school, and secretary to the Sabbath School Union, I practically worked out the intellectual mode of communication now pursued in the Normal seminary and elsewhere under the general title "Training System." This was first engrafted on the model infant school; and perceiving that its principles were quite applicable to children of all ages, and to every variety of elementary knowledge, as well as Bible and secular and scientific knowledge, I set about establishing the principle in a juvenile school as a model.

The model infant school was established in 1826-7, and from its commencement was intended as a training school for teachers, and now, *viz.*, in 1832-3, both the infant and juvenile schools are not only models but schools for training schoolmasters, and have trained a considerable number of teachers for infant and juvenile schools of all sects for home and foreign parts.

The first and second reports were published in 1829 and 1830, and an interval of five years elapsed before the third report appeared, during a portion of which period little interest was taken by the Committee; yet, from a conviction that the system of moral and intellectual training, as conducted and exhibited in these schools, would prove the antidote so much desired for the evils of large towns, by seizing hold of the *sympathy of numbers* for good, as when left alone it does to evil, I pursued, and, partly from my own pocket and partly by begging from my friends and others, continued the system till 1838, when the present Committee was formed out of the dormant one, who adopted the two model schools, with their master and system, as their own.

By this time about 200 teachers had been trained; and, witnessing their success and increasing celebrity, the directors determined on erecting a separate institution, comprising not merely school-rooms and class-rooms for the infant and juvenile

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departments, but a school of industry, with 16 or 18 additional class-rooms or miniature schools, for the practical training of the students or trainers. This has been done, or at least partially accomplished, at an expense, you will perceive, of about 12,500*l.*

At the period (1834-5) when the present Committee, under the more extended title of Educational Society, determined on erecting a distinct institution, and transferring the masters and system to it, it was agreed that the funds should not be burdened with the old debt, as you will find stated in our last report.

This debt we need not have incurred had we chosen to raise the school fees, thus virtually turning out the poor, for whose benefit the system was primarily intended. This certainly we never ought to do.

The foregoing is a hurried and very imperfect outline of the rise and progress of the Glasgow Educational Society's Normal seminary; and as the erection of our building was slow and progressive, as the treasury account will show, we could not in our previous report give a statement of funds; I mean within the third or fourth.

We have determinedly stuck to the principle of charging such low fees as that the labourer might be able to pay for his children, and to leave no barrier to the introduction of the adult student. In these particulars we have been successful beyond our most sanguine expectations.

The difference in the balance of debts against the Normal Seminary, as stated in the treasury account now enclosed, viz., 7000*l.*, to that which we took the liberty of stating in our application to the Committee of Council, arises from the fact of not having adverted to the subscriptions received since October last, when we first entered into a correspondence with your Honourable Committee for the purpose of obtaining a grant. Still, however, we have expended 12,500*l.*, and are in debt 7000*l.*, besides a sum for the current expenses, including masters' salaries, &c., after deducting fees. If you confine your grant strictly to one-half of the amount expended, it would not on this principle quite equal 5000*l.*

We are exceedingly desirous that the centre building, as shown in the plan enclosed, should be finished, for the accommodation it would afford for the classification and training of male and female teachers; but, independently of this part of our wants, we would plead for 5000*l.* to assist in paying off the debt already incurred, leaving at the least 600*l.* to 700*l.* annually to be raised by subscriptions to pay teachers' salaries for the training of children and students, and other current expenses *above the fees*. It is evident that while the fees from the children of an ordinary school may pay the teachers after the school is erected, it would be quite impossible in the case of a Normal seminary, where the great object is to provide the best masters and to do the most good, whether

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it pays or not. From this you will perceive, that although our whole debt were liquidated, our Society would require the utmost exertion to maintain their ground by raising such a large sum for current expenses.

The chief anxiety we have for the erection of that part of the plan of the Normal seminary buildings not yet finished is this, that we have no rector's hall, no place for a library or museum, no porter's lodge, and additional means are required for the classification of the students. The rector then would have more control over both scholars and students, as all might enter by one gate; at present there are, of necessity, four entrances.

We trust the Honourable the Committee of Council will perceive that we have no desire to throw the whole burden on the public, but that we are willing to bear a full share of it.

Our seminary is established for the public good on the broadest and most liberal principles, and is acknowledged to be so by all parties here.

We trust, therefore, that when we pray for a grant of 5000*l.* to liquidate part of the present debt, we do so from an earnest desire to promote the public good by relieving the society of a heavy annual interest, which, in addition to the current expenses, proves a great hindrance to their exertions.

LETTER from DAVID STOW, Esq., to J. P. KAY, Esq.

DEAR SIR, Glasgow, 7th February, 1840.

I BEG to hand you, as secretary to Her Majesty's Most Honourable the Committee of Council on Education, a petition from the directors of the Glasgow Educational Society, which they shall feel greatly obliged by your laying before that Board for their consideration.

I am, in name of our Committee,
(Signed) DAVID STOW,
Secretary.

LETTER from the GLASGOW EDUCATIONAL SOCIETY to the COMMITTEE of COUNCIL on EDUCATION.

MY LORDS, Glasgow, 7th February, 1840.

ON behalf of the directors of the Glasgow Educational Society, we beg to return our grateful acknowledgments for the grant of 1000*l.* lately received in behalf of the Normal seminary of this city for the teaching and training of children and schoolmasters; and we would respectfully take the liberty of stating a

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few particulars in reference to our circumstances, for the consideration of your lordships.

The Glasgow Normal Seminary was erected and established with a view to improve the elementary education of the poor and working classes in Scotland, of all sects and parties. All are admissible to the benefits of the institution, and all parties participate in the advantages it affords.

We beg to state that 505 teachers have been trained in this institution since its establishment, and that the children attending the model schools are charged the lowest fees of country parochial schools.

Although this seminary was primarily intended for Glasgow and the west of Scotland, yet teachers have gone forth from it to all parts of the country, and to England, Ireland, Australia, the West Indies, British America, and other parts of the world, and many of these within the last few years have been placed under the superintendence of the representatives of Her Majesty's government.

In the erection of this seminary the directors of the Glasgow Educational Society have expended above the sum of 12,000*l.*, and still one portion of the plan remains unfinished, which would require fully 2500*l.* additional. This part of the building, besides affording one entrance to the whole institution, is intended to include a rector's hall for the training of students, a museum and library, several class-rooms, and a porter's house, all of which would add materially to the accommodation and facility of training.

The subscriptions received from private sources, added to 1000*l.* from Her Majesty's Lords of the Treasury, and 1000*l.* lately received from your Honourable Committee, amounting in all to about 5000*l.*, leave a debt against our Society of about 7000*l.*, which proves a serious burden to our efforts, and greatly hinders our more extensive usefulness.

Under these circumstances, and from our earnest desire still further to improve and extend the religious and secular training of the young, through the medium of well-trained masters, as the representatives of a great public institution, therefore we would humbly pray that your lordships may be pleased to grant the further sum of 5000*l.*; of this sum above 2500*l.* would be required to finish the buildings as originally designed, and the remainder would assist in liquidating the debt of 7000*l.* already incurred. This would be felt a great boon to our Society, and the community through which our influence extends.

We would more earnestly solicit the assistance of your Honourable Committee from the fact that, in addition to our anxiety to finish the buildings, and the burden of the debt, we have a large sum annually to raise to pay masters for the instruction and training of the young teachers, the greater proportion of whom are

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only able to support themselves in a very humble manner during their course of study in the seminary.

Relying on your Lordships' desire to promote the great objects we have in view,

We are, &c.,

(Signed) JOHN LEADBITTER, Treasurer.
JAMES BUCHANAN, Treasurer.
DAVID STOW, Secretary.

LETTER from J. P. KAY, Esq., to DAVID STOW, Esq.

Committee of Council on Education,
SIR, Council Office, Whitehall, 22nd February, 1840.

THE Committee of Council on Education have had under their consideration your letter, dated 7th February, applying for a further grant of 5000*l.* to the Glasgow Educational Society, 2500*l.* of which you state it is the desire of the Society to apply to the completion of the Normal Seminary, and the remaining 2500*l.* to the liquidation of a portion of the debt of 7000*l.* which the Society has incurred in the erection of that part of the Normal Seminary which is now occupied.

I am directed by the Committee of Council on Education to state that they are ready to appropriate 2500*l.* to the completion of the building in which the Normal Seminary is conducted, according to the plan which you have transmitted to this office, on receiving a certificate, duly signed by a majority of the committee and trustees, that this sum has been appropriated to this purpose, that the works are completed, that no debt remains to be discharged for this part of the works, and containing the usual conditions relative to inspection, &c.

My Lords are unable to grant any further aid towards the liquidation of the debt incurred by the Society without an application to Parliament, but they will be willing to consider your claims when the Parliamentary grant of this session has been made.

I am, &c.

(Signed) J. P. KAY.

Certificate referred to in Letter to Mr. Stow, dated 22d February, 1840.

We, the undersigned, being the majority of the School Committee or trustees representing the promoters of the erection of the school-house at , hereby certify, for the information of the Right Honourable the Lords of the Committee of Council on Education,—

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1st.—That the new school-house in aid of which your lordships were pleased to grant £ is completed in a satisfactory and workmanlike manner; being built of the proper dimensions, and in all respects according to the plan and specification proposed to and approved by your lordships.

2nd.—That the amount of private subscription specified in our memorials to your lordships has been received, expended, and accounted for, and that there does not remain any debt, charge, or claim of any kind, on account of the building, except what will be liquidated by your lordships' grant, the payment of which is now prayed for.

3d.—That the site of the school-house has been obtained with a good legal tenure, and has been duly conveyed to trustees so as to secure the building for the purpose of educating the children of the poor.

4th.—That we are ready to submit to any audit of our accounts for building which your lordships may direct, to make such periodical reports respecting the state of our schools as your lordships may call for, and to admit your lordships' inspectors according to the annexed regulation, marked A.

5th.—That the deed of trust has been examined and approved by your lordships' counsel, and has been duly registered according to law; that a copy thereof, together with the signatures, attestations, and receipts, has been made on plain unstamped parchment, and transmitted to the Council Office, there to be registered and preserved.

In testimony whereof we affix our signatures, and request the payment of the sum appropriated to the school at
aforesaid.

Signed and dated.

Regulation A.

The right of inspection will be required by the Committee in all cases. Inspectors authorised by Her Majesty in Council will be appointed from time to time to visit schools to be henceforth aided by public money.

The inspectors will not interfere with the religious instruction or discipline or management of the school, it being their object to collect facts and information, and to report the result of their inspections to the Committee of Council.

LETTER from the GLASGOW EDUCATIONAL COMMITTEE to the COMMITTEE of COUNCIL on EDUCATION.

MY LORDS, Glasgow, 5th May, 1841.

THE new building of the Glasgow Normal Seminary being now completed, and the accounts received, we find that the cost will be about 3700*l.* We received from your lordships 2500*l.*, with which so much of this sum has been paid; but there remains 1200*l.*, to pay which we are under the necessity of applying to your lordships.

This additional expenditure above the 2500*l.* we take the liberty to mention has been incurred in rendering the accommodation

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more complete and available by connecting the old and new buildings, and enclosing the whole premises.

This new building places the seminary in much more favourable circumstances for increasing the number of students, and in every respect rendering their training more complete.

We are besides in great difficulties for want of funds to defray the current expenses. The model schools cannot be supported from the fees alone, which are at the lowest parochial rates for the working classes, and we have no funds at our disposal to assist, except what can be raised by voluntary contribution; in this way we might raise a sufficient sum for this purpose alone, but then the expenses connected with the training of teachers are very heavy, and the students themselves are generally so poor as to be able to contribute very little. We require about 500*l.* annually for current expenses, in addition to what is wanted to pay off the interest on our debt.

We are from these causes loaded with a debt, requiring to be immediately discharged, of about 500*l.*, besides two years' arrears of interest on our bonded debt, amounting to 645*l.*

We therefore earnestly request that your lordships will grant us 1200*l.* to discharge the balance due of the building accounts, and also what sum your lordships may consider proper towards paying the masters for training the students during their usual course.

We shall be happy to submit to any investigation of our accounts your lordships may appoint, and that the seminary be frequently visited by your lordships' inspector, Mr. Gibson.

We have, &c.,

(Signed) JAMES BUCHANAN, Treasurer.
DAVID STOW, Secretary.
WILLIAM BROWN, Member of Committee.

LETTER from J. P. KAY, Esq., to DAVID STOW, Esq.

Committee of Council on Education,
Council Office, Whitehall, 8th May, 1841.

SIR,

I HAVE the honour to acknowledge the receipt of your memorial, signed on behalf of the Committee of the trustees of the Glasgow Normal Seminary, praying for additional assistance from the Committee of Council on Education, and I am to inform you that this memorial will be taken into their lordships' consideration at their next meeting.

I have, &c.

(Signed) J. P. KAY.

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LETTER from J. P. KAY, Esq., to JOHN GIBSON, Esq.

Committee of Council on Education,
Council Office, Whitehall, 2d June, 1841.

SIR,

THE Committee of Council, understanding that it will not be convenient to the members of the Presbytery of Aberdeen that you should proceed to inspect the schools in that presbytery during the sitting of the General Assembly, request you to make arrangements to proceed to Glasgow, to inspect and report on the Normal Seminary of that city, as soon as you have completed your report on the presbyteries of Haddington and Dunbar.

The Committee are desirous, that your examination of the whole of the arrangements for the preparation of schoolmasters for their important duties in the Normal Seminary should be careful and minute. They wish you to ascertain what are the average attainments of the pupils when they enter the seminary; what have been their previous occupations or professions; what period they commonly remain in the seminary; what is the course of study and training which they usually pursue, and what are their attainments; and what is the usual degree of skill in teaching with which they leave the seminary.

The examination of these subjects must necessarily lead you to ascertain what is the number of the professors and tutors; during what hours they are in attendance at the seminary; what methods they pursue in the instruction of their pupils; to what subjects they regularly devote their attention; and the means which they adopt to ascertain the comparative proficiency of those under their charge.

A Report on the training of the pupils in the art of teaching will render a careful examination of the children's school necessary. This examination will be conducted according to the usual forms, but will probably suggest to you the propriety of making a fuller special Report than that which is commonly made on elementary schools holding a less prominent position.

The course pursued for the training of pupils in the art of teaching may likewise include lectures on pedagogy, and the organization and discipline of schools, or critical trials in the presence of the pupils in the management of a class under instruction, and in a course of reading accompanied by minute examination. The expedients adopted to communicate a knowledge of the theory and to train the pupils to skill in the art of teaching are all deserving of your careful attention.

My Lords will likewise feel especially interested to ascertain what is the nature and extent of the moral training, and what expedients are adopted to preserve them from the contaminating influence of a great city, to imbue them with the love of their art, and with a deep and generous sympathy for the condition of the poor, whose children they are to instruct; how they are prepared

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for general usefulness in the parish to which they may be sent, so as to be fitted to give good counsel and assistance to the adults, as well as instruction to the young. You are requested to state your conviction as to their being fitted by their moral and religious principles for the duties of their calling.

The full examination of these subjects will necessarily occupy you some time; and my Lords trust that you will remember that in the formation of such an establishment (of which there are so few examples in this country) the directors have encountered peculiar difficulties, because they have trod in a new path, which their successors will find more free from obstruction.

I have, &c.,
(Signed) J. P. Kay.

Letter from J. P. Kay, Esq., to David Stow, Esq.

Committee of Council on Education,
Sir, Council Office, Whitehall, 16th July, 1841.

The Committee of Council on Education direct me to furnish you with a copy of the letter of instructions which they have recently addressed to Mr. Gibson, the Inspector of Schools in Scotland, concerning the inspection of the Glasgow Normal Seminary and the Model Schools, and likewise to transmit for your information the Report which Mr. Gibson has made to the Committee of Council thereon.

My Lords hope that the Report, whether it be entirely in conformity with the opinions of the Committee of the Glasgow Educational Society or not, will not fail to assist them in their meritorious exertions to promote the improvement of the education of the poorer classes.

I have, &c.,
(Signed) J. P. Kay.

Report by John Gibson, Esq., on the Glasgow Normal Seminary.

Sir, Edinburgh, 3rd July, 1841.

I have now the honour to transmit my Report on the Glasgow Normal Seminary.

In the special instructions with which I was furnished I was directed to report on the model schools in the usual forms, but with a degree of minuteness proportioned to their importance and prominence in the public view. These reports, which I now transmit, contain a representation of the condition of these schools, without a minute specification and examination of the nature and

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efficiency of the methods practised, and of the correctness of the principles recognized and acted on.

My Report on the Normal department of this extensive establishment naturally divides itself into three branches: the first having reference to the condition of the students in respect of literary attainments and extent of professional experience or training previous to the commencement of their attendance at this seminary; the second including a view of the means taken to supplement their deficiencies in the strictly technical branches of instruction, and to give practical value to their previous acquirements, by enabling them to bear upon classes of children of various ages, and at various stages of advancement; and the third pointing out the amount and nature of the attainments which they may be expected to possess when the course of their attendance has been completed.

First. The literary attainments of the students when they enter the seminary are very various. Some of these have enjoyed the advantages of a regular collegiate education, while others have attended only the burgh or parochial schools. The examination at entry, which is conducted by a Board composed of the rector and principal masters of the Model Schools, is therefore regulated by the circumstances of the applicants, embracing in a few instances classics and mathematics, but confined in the great majority of cases to the evidences of Christianity, the doctrines of Scripture, Bible history, such a knowledge of grammar as to enable them to parse with tolerable correctness and facility, a general acquaintance with geography, and a knowledge of arithmetic as far as vulgar and decimal fractions. A pretty accurate knowledge of the last-mentioned branches is the minimum of attainment, and the non-possession of it involves rejection. When a candidate for admission has been pronounced unqualified, "he is either advised to prosecute his studies with a view to his examination at a subsequent period, or dissuaded from thinking of teaching as an employment."

Of 72 individuals who have during the past year presented themselves for examination, 17 were rejected. Of the 41 male students who have been enrolled during the preceding year, one is a preacher of the Church of Scotland, 21 had been occupied as teachers of small adventure country schools, one had been a carpenter, one a teacher of dancing, one a portrait painter, one a baker, three shopmen, and five students at college. The previous occupation of the remaining seven, and of all the female students, amounting to 14, could not be ascertained.

The minimum period of attendance is six months; it has on an average extended to between eight and nine months.

Second. It will give both brevity and clearness to this branch of my Report, in so far as it regards the means taken either to impart additional instruction or to give precision and practical value to that already acquired, to confine myself to the mention of the

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subjects taught, and to point out the time devoted, and the value attached and prominence given, to every branch. With respect to the methods pursued, it is sufficient to say that the gentlemen by whom these instructions are given are in every respect admirably qualified for their duties.

The course of study superintended and conducted by the rector embraces the following branches:—physics, natural history, geography, arithmetic and algebra, English grammar, and sacred history.

Lessons in elocution are given by Mr. Hartley, music is taught by Mr. Gibson, and gymnastics by Mr. Jeffrey.

To each branch the following portions of time are allotted weekly:—To music, four hours; to geography, three hours; to natural history, an hour and a-half; to sacred history, an hour and a-half; to drawing, an hour and a-half; to elocution, an hour; to gymnastics, an hour.

It thus appears that sixteen hours and a-half out of the forty hours, during which in the course of a week they are in attendance at the seminary, are spent in receiving instruction; the remainder of the time is employed in training them to skill in the art of teaching, and in communicating to them enlarged and enlightened views of the general subject of education.

The expedients adopted for these purposes are four:—1. Observation of the model schools; 2. Giving lessons in the hall to children, both in the gallery and in classes; 3. Giving a Bible lesson to each other; 4. Public criticism.

Twenty-four hours weekly are spent in these four exercises, eight hours are spent in the schools, eleven and a-half in giving lessons in the hall, an hour in giving to each other a Bible lesson, and three and a-half in public criticism.

I now proceed to explain the nature of these exercises.

1. In the first place, when it is stated that the students are in the schools it is to be understood that they are dispersed, in nearly equal detachments, throughout the infant, juvenile, and industrial departments, and are there occupied, some in observing the manner in which the machinery of the school is conducted, and the methods adopted in the teaching and training of the children, some in practising the art of teaching, under the immediate superintendence and guidance of the principal master of the department, and some in assisting in the general management.

Every student, during the first two months of his attendance, is chiefly employed, while in the schools, in observing carefully all that goes on. In order to prevent inattention and carelessness in the discharge of this very important part of their duty, and at the same time to furnish to the rector, and the heads of the various departments, evidence of its being anxiously and critically performed, each student, in addition to his being enjoined to keep a journal in which to record his observations, and which must be

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submitted weekly to the rector for his perusal and criticism, is expected, at the very commencement, and throughout the whole course of his attendance, to take part in the public criticism, the nature of which shall be afterwards described.

During the third and fourth months of his attendance, the time which he spends in the schools is occupied partly in observing the methods adopted in the organization of the school, the modes of discipline pursued in it, and the various plans adopted by the masters in the communication of knowledge, and partly in practising the art of teaching, under the direction of the head of the department in which he may happen to be placed.

Care is of course taken to supply to each student sufficient opportunities of being tolerably well acquainted with the system pursued in the various departments.

During the fifth and sixth months of their attendance they are almost wholly employed, while in the schools, in the practice of teaching, and in assisting in the general superintendence and management. The rector and the various masters have thus more frequent opportunities of judging with what success they have availed themselves of their opportunities of observation, and of their trials of skill in the art of teaching, and of testing the efficacy of the revision and re-arrangement of their previously acquired knowledge in rendering it available for the purposes of instruction (in thus giving to it a practical value), and of witnessing with what effect the general views of education, to which in the previous months their attention had been directed, are brought to bear upon the ordinary processes of instruction.

2. In the second place, when it is stated that the students are in the hall with draughts of children, their occupation is of the following nature:—

The junior division of the juvenile school is removed to the hall. One section of them is arranged in the gallery, the others are drawn up in small classes on the floor of the adjoining miniature school-room.

One-half of the students are assembled in the hall, and while one of them is employed in giving to the children in the gallery a lesson, with the subject of which he had been previously made acquainted, and for the examination and elucidation of which he is expected sedulously to prepare himself, the others sit as spectators and auditors, critically observing, and jotting down for future use in their note-books any peculiarities or defects of manner (such as awkwardness of movement, monotony of tone, want of animation, want of success in securing and rivetting the attention), and at the same time watching any inaccuracy or deficiency or superfluity of statement, any infelicity of illustration and analogy, any inaptitude in eliciting information of which the children had been previously in possession—in short, any want of

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skill in communicating and vividly presenting to the mind that of which they had been ignorant.

The lesson having been given, the student reads out slowly, and with a full, distinct articulation, a verse or two of a psalm or hymn, which the children sing; after which another student takes his place before the gallery, and having, by means of simple physical exercises, refreshed the children, and prepared them for renewed intellectual exertion, he proceeds to give in the same manner as above a lesson on the subject which had been previously prescribed to him.

Four such lessons are given, each occupying 15 minutes.

These lessons serve the double purpose of training the students to skill in the art of teaching, and of furnishing the minds of the children with interesting and useful information.

While the students in the hall are thus occupied, the others are employed in the miniature school-rooms in giving lessons to children, who are arranged in small classes on the floor.

In order to avoid the languor which intellectual exertion and monotony of exercise engender, the sections are made to change, at proper intervals, their position and occupation: those who have been in draughts are removed to the gallery, and those who have been receiving the gallery lessons are arranged in classes on the floor of the miniature school-room; the students who had been occupied in the hall, either in giving or hearing the gallery lessons, are now employed in teaching the children in draughts, while those who have been so occupied are engaged in giving or hearing gallery lessons.

The rector concludes the business with critical remarks on the manner of the students who have been employed, and on the matter and language of the lessons, taking care to point out any incorrectness of statement, any want of fulness of illustration or explanation, and in short any deficiency by which the giving of the lesson was characterized.

3. Giving a Bible lesson to each other.

This exercise is conducted in the following manner: the whole of the students, with the exception of him whose turn it is to give the lesson (which he is expected to prepare previously), being arranged in the gallery, they are told to what class of children, as it respects age and capacity, the lesson is considered suitable, and are instructed not to answer any questions which may be put to them that may appear beyond the range of thought of those whose places they are for the time supposed to occupy. It is thought that this induces and compels the student who gives the lesson to be careful to bring himself down to the level of such children as those whom he is supposed to address, and at the same time demands from all in the gallery a careful scrutiny of the results of their observations in the schools, as to the exact

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amount of intellectual capacity and development which belongs to children of different ages.

The student then proceeds to give to his fellow-students the lesson, in the same manner as he would to children of six, eight, ten, twelve, or fourteen, as the case may happen; and the students in the gallery are careful to answer the questions put in the same manner as those whom they for the time represent might be expected to do.

It is supposed that this exercise is attended with peculiar advantage. It is obvious, that, in consequence of the business being conducted while the students alone are present, ample and unrestrained scope is furnished to the rector for the purpose of offering remarks on the process while in progress, and of showing in what respect either the questions put or answers given are injudicious and improper.

4. The public criticism is conducted in the following manner:—

At half-past one, every Wednesday, all the students, male and female, assemble in the juvenile school before the gallery, which is occupied on alternate weeks by the senior and junior divisions of this department. Four students have had subjects prescribed to them, on which they are expected to give gallery lessons. The rector is careful to prescribe only such subjects as are fitted to store the mind with useful information; and care is taken so to arrange and present them as to give to all the instructions thus imparted a regularly compacted and systematic form. While the gallery lesson is being given by the student appointed, the others are employed in taking notes, to enable them to give a clear and definite opinion, with a statement of the basis on which it is formed, as to the manner in which the lessons had been given.

About half-past three the whole of the students retire to the hall, when, in the presence of the rector and secretary, and occasionally of the heads of the various departments, they state their opinion of the manner in which the business of the gallery had been conducted. Mr. Stow then delivers, more or less in detail, his views, the masters of the model schools give the results of their observations, and the whole is wound up by the remarks of the rector.

The female students take no active share in this exercise; they sit attentive and interested auditors.

The above is a brief view of the course of study pursued in this seminary, and the expedients adopted for the training of the students to skill and efficiency in the art of teaching.

Third. My opinion as to the amount and nature of their literary attainments, and the degree of practical skill which they possess when the course of their attendance has been completed, is founded not so much on actual observation as on a consideration of the effect which such a course of study and professional training

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as has been described must produce upon men, such as those upon whom it is brought to bear.

The average amount of attainments, previous to entry, is extremely limited; it does not include anything of which any boy of 13 or 14 years of age in the highest class of a well-taught primary school should be ignorant; and although the course of instruction to which their attention is directed, while students in the seminary, embraces many important and interesting branches of knowledge, an acquaintance with which it is extremely desirable that every teacher should possess, yet it seems to me to have a tendency to render their instruction as teachers superficial and desultory, and so divert their attention from those subjects which, if not imparted to the children of our poorer population when young, will, in all probability, never be imparted at all; and which, whether viewed as essential to success in the business of life, or as a means of intellectual discipline and culture, are entitled to the first place in the consideration of every teacher of an elementary school for the poor.

Those who, before their entry as students in this seminary, had been employed as teachers, are generally possessed of more minuteness and accuracy of information on the various subjects of examination than they whose previous avocations had been of a totally different nature; and any one acquainted with the manner in which the most ordinary and, at the same time, essential branches are taught in small adventure schools in the country knows how desirable it is that their teachers should be made acquainted with the best methods of teaching those branches.

It therefore appears to me very desirable that in a seminary such as this, resorted to as it is by men of little experience and limited acquirements, and the period of whose training is, from circumstances, so very short, time should never be occupied in imparting information on subjects which, from their nature, cannot, without being prosecuted for a lengthened period, have any other effect upon the mind than to excite and gratify its curiosity, without systematically strengthening and training its higher faculties, and whose fascinations may induce the neglect of less interesting, though greatly more seasonable and useful, pursuits, until the ordinary and essential branches of instruction have been thoroughly and accurately apprehended and mastered, and until the students have acquired the power of teaching these in the most approved and efficient methods.

It is obviously indispensably necessary that the teachers of primary schools for the poor should be well qualified to give instructions in Biblical knowledge, in reading, accompanied with explanations and analysis, in geography, political and physical, in English grammar, in arithmetic and book-keeping, embracing, as applied to each, its principles and philosophy, and illustrations of its practical utility.

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The expediency of limiting the studies of those who are being trained as teachers to those subjects, until they have acquired a sufficiently accurate and extensive knowledge of them, seems also apparent.

It may be necessary to guard myself against being understood to be desirous of limiting the instruction given in our primary schools to these mere elementary branches, and to say that the objection that I have been urging is not to the abstract utility of such branches as physics, natural history, and chemistry; it is to the prominence given, and value attached to them, in an institution attended by those whose attainments in the common branches are deficient both in extent and accuracy, and whose labours are to be applied to those whose present circumstances generally necessitate an irregular and by no means protracted period at school.

If the directors of the seminary had it in their power to secure the attendance of men possessed of sufficiently extensive, systematic, and precise knowledge of the essential branches of instruction,—and there are means by which this might be accomplished at no great expense, and with results incalculably advantageous to the general interests of education, and for the training of whom it would only be necessary to point out, either incidentally or in a regular course of lectures on pedagogy, the best methods of teaching them, and to furnish them with opportunities of acquiring skill in putting them in practice,—the study of these more advanced and interesting branches might, with great propriety and advantage, be prosecuted.

But while the period of these young men's attendance at the seminary is so short, and their previous acquirements so meagre, it seems both expedient and necessary to confine their attention to those subjects which they will be invariably called upon to teach, until they have mastered their principles and details, and acquired the power of teaching them efficiently.

Before passing from this subject, I may state it as my opinion, that until the teachers of our primary schools have not only a competent knowledge of the merely elementary branches of instruction, but a general acquaintance with the elements at least of natural philosophy, natural history, and chemistry, the best of our school books cannot be used with advantage or taught with efficiency by them. To those who are acquainted with the series of school-books published by the Irish Commissioners on Education, or that compiled by the Rev. J. M. Macculloch, or with those recently issued by a committee of the parochial schoolmasters of Scotland, and to those especially who have had opportunities of hearing our most eminent and successful teachers analyze, explain, and illustrate the lessons on those subjects contained in these books, and of thus witnessing with how great facility even very young children may be made firmly to grasp and retain the leading principles of elementary science, it is unnecessary to say

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how desirable, how necessary it is that all the teachers of our elementary schools should be possessed of a somewhat systematic and extensive knowledge of the branches alluded to.

Upon the whole, and speaking generally, my opinion of the young men, in respect of literary acquirement, is, that, while they may be found to possess a considerable amount of general knowledge, their acquaintance with the more strictly technical branches of instruction will be found both loose and limited.

With respect to the amount of skill in the art of teaching, of which they are possessed at the completion of the course of training, I now proceed to give my opinion.

I shall first speak of the course of training which they undergo to enable them to give a gallery lesson. This appeared to me most effective. The students gave these lessons with admirable skill: they had evidently brought their industry and powers to bear upon this exercise; and I am of opinion that the methods adopted and practised for the purpose of giving the students the power of performing this difficult duty are highly successful, and entitled to unqualified approbation. The impression, however, left upon my mind, both from the industry with which those lessons had been prepared, and the spirit, energy, and skill with which they were given, was that the students had been led to attach an undue prominence and value to them.

This conviction was deepened when I came to the observation of the manner in which their labours in the model school were conducted.

These, although most nearly resembling the employment in which the greater part of their time, as teachers of schools of their own, must be spent, and therefore apparently deserving special attention, were not characterized by even an ordinary amount of vigour, and in every respect contrasted most unfavourably with the animation and energy that distinguish this part of the training of the young men attending the General Assembly's Normal School in Edinburgh.

It appears, therefore, extremely desirable that to both branches of training, viz., 1st, the organization, classification, and general management of the school, and 2nd, the method of managing and instructing the children in classes as well as in the gallery, the earnest attention of the conductors of this establishment should be directed; and to obviate the probability of the gallery lessons absorbing the attention and exhausting the energies of the students, it should be sedulously impressed upon them, that, how efficient soever such lessons may be in imparting general information, and in enabling us, by calling out the sympathies and simultaneously exercising the faculties of large bodies of children, to make upon their minds strong and lasting *general impressions*, we must have recourse to arrangements of a totally different nature for the accomplishment of all that is really difficult in the management

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and technical instruction for a promiscuous school, consisting of children of various ages and at different stages of progress, and in which it is the business of one man to impart instruction in various branches.

The unison of these two kinds of training, the object of the former being to enable the students to conduct with ability the business of the gallery (and this is very efficiently done by the methods at present practised), and of the latter, to train them to skill in the organization, general management, and technical instruction of a school, would, in my opinion, constitute the perfection of professional training.

By a too exclusive attention to the former, the conductors of this establishment run the hazard of justly subjecting themselves to the charge of having trained their students to the efficient performance of only one part of their duty.

Although I cannot speak from personal observation, and cannot adduce the testimony of any one to corroborate this statement, I have considerable confidence in affirming that the young men, after having completed their course of training in this seminary, and after being intrusted with the organization and management of a promiscuous school, will feel very considerable difficulty in performing satisfactorily most of their duties. In the management of the children in the gallery, and in the giving of the gallery lesson, they will be perfectly at home; but in the classification of their scholars, in the management and discipline of the school, in the wielding and directing of its machinery of assistants and monitors, in apportioning the time that should be allotted to each branch, and in their knowledge of the best method of teaching peculiar branches, they will, I think, be found deficient.

In short, my opinion upon the whole is, that the training, so far as it goes, is admirable, but it has not reference enough to the peculiar circumstances in which the young men are destined to labour, and does not seem fitted to prepare them for encountering boldly, and successfully contending against, the difficulties which every one must meet when entering upon a new and untried sphere of labour.

With regard to the effect that their instructions and training may be expected to have in imbuing their minds with a love of their art, and in preserving them from the contaminating influences of a large city, it is not necessary to say much. Although they are not boarded in the establishment, and are not under direct control, excepting during the hours of their attendance at the seminary, yet, in consequence of the rector and secretary being careful to recommend to them only such boarding houses as are kept by persons of whose moral and religious character they are cognizant, and upon whose faithfulness and integrity in reporting to them any flagrant improprieties of conduct, they can with confidence depend, it is not probable that any course of conduct

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unbecoming their views and professions can for any lengthened period escape detection; and the tendency of everything they see and hear in the establishment is to impress their minds with the conviction of the moral dignity of the profession to which they have attached themselves, as having for one of its objects the elevation and improvement of the present condition of their fellow-men, by directing all their faculties to lofty and ennobling objects, and as having for its highest and chief aim the training up of children in the way they should go, and as an employment which is well fitted to cherish in their own souls those feelings of humble and sincere piety which so well become those who are permitted to be fellow-workers with God.

It may be proper, before drawing this Report to a close, to mention, that there are certain features in the methods of instruction adopted in this seminary, the propriety of which appears to me somewhat doubtful, and also that there are certain principles recognized and acted on, which seem to be objectionable both in principle and practice. It may be necessary to say, that, in stating my opinion on these subjects, it is not my wish to do more than suggest to the conductors of the establishment a re-consideration of the various points, and a re-examination of their nature and tendency.

The first point to which I shall allude is the manner in which ellipsis is used, and especially the frequency with which it is employed.

I fear that it would be impossible within reasonable space to give to those who may not have been in this seminary, or who have not heard a lesson given in the peculiar method spoken of, any clear notion of the manner in which it is done. Admirable illustrations of this may be found in "Stow's Training System."

My objections are two:—First, I consider that the frequency with which it is employed *in the higher classes* involves an unnecessary and unprofitable expenditure of time, does not demand from them any strenuous exertion of mental power, and originates in a miscalculation of the amount of their intellectual developement; and, second, I think that by habituating them only to such simple exercises of thought, it has the tendency to give a distaste for studies demanding more vigorous mental application.

The second point to which I think it necessary to refer is the toleration and even encouragement given to simultaneous answering, and the almost total exclusion of individual examination. There are two grounds on which I think this practice is liable to serious objections; I submit them to the consideration of my Lords.

In the first place, I think that its tendency, and indeed its necessary result, is to engender, in the minds of the mass of the pupils, habits of indolence and inattention; that a very close examination of the mode of its operation, and a very stringent

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test of its results, will demonstrate, that, while it may give full scope for the exercise of the faculties of the more energetic and active minds, it permits the powers of those whose minds are at all characterized by volatility or torpor to remain uncultivated and even unexercised; and that it renders it impossible for the teachers to ascertain the precise amount and character of intellectual power in individual pupils.

It is extremely difficult to present in a definite form, without specifying examples of the results of this method and the mode of its operation, the basis on which these convictions are formed. The following instances occurred in my presence:—A class consisting of 17 were doing sums in compound division. On presenting their slates the exercises of seven were right, and of 10 *wrong*. The sum was written down upon the black board by the teacher, and the boys were requested to direct him how to work it; they were permitted to do this *simultaneously;* the consequence was, that those boys whose exercises had been at first correctly performed, and who, it was evident, knew the rule well, again went through the process, and those for whom alone this second performance of the exercise was necessary, sat apparently almost uninterested auditors. It is obvious that they alone should have been permitted to answer. The others had shown themselves acquainted with the rule, and with the manner of applying it, by having previously presented on their slates the exercise correctly wrought. I mention this as one among several instances of the same kind that came under my notice; and if such things happen frequently, as I believe they do, I think my Lords will agree with me in thinking that such a method is justly chargeable with the above-mentioned evils and defects.

But, in the second place, the advantages supposed to belong to this method, and the objects which it is thought to serve, may be gained by other and simpler, by less hurtful, and therefore more legitimate means. It has for many years been a rule in the best of our Scottish schools that when a question is put to the body of the class, those who are capable, or who think they are capable of answering it, should indicate this to the master and their fellow-pupils by holding up the hand. This practice seems to have got its way into most of our well-conducted seminaries; it is in operation at Battersea and Norwood; and it seems quite adequate to serve all the purposes for which some teachers, and these, so far as my observation goes, of little energy and skill, or limited experience, have had recourse to simultaneous answering.

The third and last point to which I beg to direct the attention of my Lords is, the endeavour utterly to repress, by the abolition of the taking of places, and other means, the exercise of the principle of emulation. I do not intend to state the grounds on which I entertain the opinion that this is theoretically unsound and practically injurious; I only wish to suggest, that if the practice

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is based upon the conviction that this principle is very apt to engender feelings of "envy, hatred, malice, and all uncharitableness," and does not spring from the belief that it is contrary to the true dignity of man, and the genuine spirit of Christianity, there is room for the consideration, by the conductors of the seminary, of this following question:—First, is it your opinion that you have obtained from each individual of your pupils as great an amount of strenuous application as you could have secured, provided you had permitted the principle of emulation, exercised in the taking of places, to operate on his mind? If the experience of these gentlemen justifies them in answering in the affirmative, then they have succeeded in doing what I thought it impossible to accomplish. I do not think they have. If I am correct in my opinion, then the following questions occur:—Is the amount of evil to be feared from the possibility, even from the probability, of the origination of malignant feelings from the exercise of emulation, so great as to completely counterbalance and interrupt the amount of good that results from its exercise? And is it not the duty of the educator rather to regulate any feeling which cannot and ought not utterly to be extirpated than to endeavour altogether to repress its exercise? And in conducting the business of the school-room are you not frequently in many ways compelled to recognize and have recourse to this principle as a stimulus to exertion, both moral and intellectual, although you do not choose to give palpable demonstration of this by placing your pupils in the class according to the degree of merit which they may be found severally to possess?

The object of these questions is not so much to indicate my own opinion on the subject as to direct attention to the consideration of one of the most important and interesting questions that can occupy the regards of the educationist.

I have now presented to my Lords a brief view of the course of study and training pursued in the establishment, with a candid and honest statement of my opinion regarding its efficiency.

It is unnecessary to say that the teachers of the various departments are men belonging to the very first class in their profession, and that their duties are performed with unwearied diligence and admirable skill. The founders of the seminary have been fortunate in securing the services of Messrs. Heslop, Caughie, and Forbes.

I cannot close my Report without recording my obligations to Mr. Cunningham, the rector, for the full information which he furnished on every point, and without expressing my admiration of the untiring zeal and enthusiasm, and the remarkable tact and skill, with which he discharges the duties of his office. To his great practical experience, his sound and enlightened views, and especially to the ardour with which he has devoted himself to the study of the best methods of conducting Normal Schools, much of

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the excellence that characterizes this seminary is owing. Of Mr. Stow's benevolent exertions it is unnecessary to speak.

I have, &c.

To J. P. Kay, Esq. (Signed) JOHN GIBSON.

LETTER from J. P. KAY, Esq., to the GLASGOW EDUCATIONAL SOCIETY.

Committee of Council on Education,
Council Office, Whitehall, 13th October, 1841.

GENTLEMEN,

THE Committee of Council on Education have had under their consideration the memorial presented by the Committee of the Glasgow Educational Society, describing the objects for which the Normal School was founded, and the present state of its resources, together with the very heavy debt with which it is encumbered.

The memorial presented by the society contains no evidence that the society has at any time received much support in Scotland, either by contributions towards its annual expenses, or towards the sum expended in erecting the Normal School. The recent annual expenditure appears to have been double the income derived from various sources, of which the most abundant must have been the fees of the children attending the schools. The attendance of the students has nevertheless been limited to six months, and they have chiefly if not entirely supported themselves while in attendance at the seminary. This state of the finances has led to the dismissal of the rector, the removal of which officer deprives the school of the character of a Normal Seminary, and reduces it to that of a Model School.

My Lords consider the statement that a debt of 11,000*l.* remains out of an expenditure of 17,000*l.*, towards which the Government have contributed 4,500*l.*, affords no hope that the society will be able to derive, from the subscriptions and donations of those interested in promoting its success funds bearing the usual proportion to the grants made by the Committee of Council towards the erection of school buildings, nor does this statement afford the prospect that the society will be able to meet any other expenses than those incurred for the maintenance of a model school, without any of the official appointments and other accompaniments of a Normal School.

My Lords, however, are disposed to view with great interest every effort which may be made in Scotland to improve the state of elementary education in that country, and they are unwilling to dismiss the application from the Glasgow Education Society without again directing their inspector to visit Glasgow, to make a special inquiry into the financial condition of the society, to confer

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with the committee, and to report further to their lordships what is their estimate of the permanent annual charge necessary for the maintenance of the school in its present state, and whether, provided a grant were made, the committee would give their lordships any guarantee respecting the amount of annual receipts by which the school will be in future supported.

I have, &c,
(Signed) J. P. KAY.

LETTER from DAVID STOW, Esq., to J. P. KAY, Esq.

MY LORDS, Glasgow, 16th October, 1841.

WE have the honour to acknowledge receipt of your lordships' communication, and beg to state that the directors of the Glasgow Educational Society, in the course of a few days, will lay before your lordships a statement of the amount of subscriptions which have been received during the last two or three years for the support of their seminary, and the reason why these have not been greater. In the mean time the directors beg to state that the Presbytery of Glasgow gave a collection last Sunday week throughout all the churches within their bounds in its behalf, but the amount from the country parishes has not yet been ascertained; from the depressed state of trade at present, however, the town collections are very small.

At the suggestion of the Presbytery of Glasgow, the Synod of Glasgow and Ayr, now sitting, have agreed that a collection for the same object be made in each of the churches within their bounds before 1st January next.

The directors are also endeavouring to procure subscriptions in Glasgow from private individuals, but from the depression in business they have little hope of raising more than a small sum, the more especially as the principal parishes have local schools to support, which were erected at the suggestion of the directors of the Normal Seminary, all of whom are annual contributors to the parish schools.

The directors beg to inform your lordships that although the want of funds has compelled them to part with the rector of the seminary, who is a most estimable man, yet his place is supplied, at a smaller salary, by the head master, a man of high attainments, and who has had the advantage not only of being regularly trained to the system pursued in the institution, but of four years' practical experience as principal master of the juvenile department.

In addition to the training by the model teachers of the four model schools and a music master, private instruction is given to the students by two gentlemen, one of them a clergyman connected with the institution; so that the students are daily both instructed

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and trained. The directors trust, therefore, that the institution is quite as effective as ever it was, not only as a model school, but also as a Normal seminary. The directors are aware of the high importance of extending the period of training; nothing but the want of funds prevents them from fixing the minimum course at twelve months. From the commencement of the seminary the directors have had to contend with the novelty of teachers being trained at all, especially on their own private resources, and it has been with great difficulty and expense that the course was extended to the present minimum period of six months.

The directors will be happy to afford your lordships' inspector any information he may require.

I have, &c.,

(Signed) DAVID STOW,
Honorary Secretary.

LETTER from J. P. KAY, Esq., to JOHN GIBSON, Esq.

Committee of Council on Education,
SIR, Council Office, Whitehall, 13th October, 1841.

THE Committee of Council on Education desire me to furnish you with the enclosed copy of a memorial received from the Committee of the Glasgow Education Society, and of their lordships' reply thereto.

My Lords request that you will proceed to Glasgow for the purpose of inquiring minutely into the state of the funds of the society. They are desirous to ascertain what has been the income of the society in every year since its commencement; from what sources this income has been derived in each year, specifying school fees, donations, subscriptions, collections after sermons preached in churches, legacies, and other sources; what has been the expenditure of the society in every year since its foundation, specifying separately salaries of masters, naming the offices the masters held in each year, the amount expended in school-books and apparatus, building and repairs, purchase of site, printing and stationery, funds applied to the maintenance of students attending the seminary, or to their travelling expenses, legal expenses, fuel and lighting, and any other expenses.

You will further inquire whether an increase of the income of the society can be secured from any, and if so, from what source, or whether the society can with certainty depend on any contributions for the reduction of its debt, and if so, from what sources; what is the estimate of the annual charge necessary for the maintenance of the school in its present state; and whether the committee can give any guarantee respecting the amount of annual receipts in the future.

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My Lords regret that the embarrassed state of the society's finances has led to the removal of the rector, and they wish you to confer with the Committee on this subject, and to ascertain whether any plan can be devised to increase the efficiency of the Normal seminary, and to secure for it more extensive support in Scotland, and especially such concurrence from the Education Committee of the General Assembly of the Church as would increase its resources and ensure its stability.

You are likewise furnished with a copy of a petition from the Education Committee of the General Assembly, and of a subsequent letter from Dr. Dickson, relative to the enlargement and improvement of the model school of the General Assembly, and also with a copy of their lordships' reply thereto.

My Lords request you to confer with the Education Committee of the General Assembly on the subject of their petition, and the subsequent correspondence, and to report to their lordships on the whole subject.

I have, &c.,
(Signed) J. P. Kay.

Letter from David Stow, Esq., to the Right Hon. Sir J. Graham, Bart., M.P.

Sir, Glasgow, 18th December, 1841.

As one of Her Majesty's Committee of Council on Education, and a friend to the training system established in the Glasgow Normal seminary, I take the liberty of noticing to you the peculiar situation this institution is placed in at this moment in regard to funds; and I do so, not officially as secretary, but as a friend to an institution which I believe the present Government must be anxious to cherish.

We have, as you know, spent a great deal of money in establishing the system of training masters for Great Britain and the colonies; in sending our masters, at our own expense, to establish many schools within 100 miles of Glasgow; in publishing books and notices of the system, with a view to the extension of moral training in towns; and in assisting the students to maintain themselves while under training in a seminary, and were, on account of their poverty, paying the expenses of many to their particular places of destination; added to all these items, the accumulated interest of the debt for erecting the buildings, and the annual deficiency of subscriptions to pay the salaries of the masters employed in teaching and training both students and scholars, leaves the directors at this moment in debt to the extent of about 11,000*l*. Had we only consulted our own interest, and not that of the public at large, our debt might have been several thousands less

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than it is; but we uniformly waived our own interest, and stimulated local subscriptions for local or parochial purposes, without ever receiving one farthing for the funds of this the parent institution. I believe above 200 schools have been erected and added to the education of the country in England and Scotland by our direct influence, and in consequence of the exhibition of our model. We have had several deputations from the Church of England, in consequence of which the diocesan training schools were established; the improvements in the Church of England model school were copied from this institution; all the late improvements in the Borough-road school gallery, &c., were professedly taken from us; the gallery system at Norwood and Battersea, and throughout England, was taken from this institution; many of the teachers of the Mico charity are trained by us; the Wesleyans throughout England are getting their teachers trained by us; and Mr. Latrobe, who was here lately on a begging expedition, in company with Montgomery the poet, stated to me that the United Brethren in the West Indies had lately resolved that the training system, as pursued in the Glasgow Normal seminary, should be established in each of their schools. I may add that since the establishment of our institution we have sent several hundred trainers to various parts of Scotland. From these considerations I humbly conceive that our institution has a claim to priority and novelty which is attachable to no other institution in the country, and would justify Her Majesty's Government in extending their fostering care to us in a way no other institution might hope to receive.

We lately received 2500*l.* from Government to finish the buildings and provide a hall for the students, but unfortunately these cost fully 4000*l.*, thus adding to our previous debt, and two years' interest on that sum.

We have rigidly adhered to the principle of charging as low fees as are demanded in the parochial schools, earnestly desiring to maintain the farm model schools for the children of the poor and working classes. We are in the highest state of popularity as to moral and intellectual training among the population in the neighbourhood—so much so (our schools being quite full), that it is considered a very great favour to get a child admitted, and families have been known, for the sake of their children, to remove from the extreme end of the city to houses near the seminary. The wealthy citizens of Glasgow have done a great deal in erecting and supporting schools in their own particular localities, and have availed themselves of our experience in regard to plans, &c. *Comparatively*, however, they have afforded us little assistance; and, unfortunately for the funds of the Normal seminary, nearly every director of it is at the same time a director and subscriber to some school or schools in his own vicinity.

I must apologize for occupying your valuable time with these

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statements, and which I would not have presumed to do but from the firm conviction I have of your earnest desire for the interest of the young, who shall become the parents of a future generation,—a generation of moral men or restless agitators; and I know of no system or machinery so likely to mould and regulate society in large towns as moral training.

Having a petition already before the Lords' Committee of Council, I could not presume to address Lord Wharncliffe, but from his speech in Yorkshire lately, as reported in the public journals, I doubt not he is a warm friend. Might I ask the favour of your communicating with his lordship? The truth is, although we have collected nearly 1000*l.* since our deputation had the honour of waiting upon you in Downing-street, it will do little more than pay the additional interest on the debt, and the annual deficiency of the teachers' salaries. We have a large amount of tradesmen's accounts unpaid, and if they are not almost immediately liquidated, the buildings must be sold, and the institution given up. I may state that the ground on which the buildings are erected is worth 5000*l.* It only cost the society 2500*l.*; but the existence of the institution has not only raised the price of the ground on which it stands, but of all in the neighbourhood.

Our president, Mr. Colquhoun, of Killermont, is well acquainted with the entire position of the society, and, I doubt not, has communicated with you. My only object in addressing this long desultory letter is to make you acquainted with the fact, that if any assistance is to be afforded us, it would be of no avail unless promised early. A promise would be felt by all ranks and all parties as a public boon.

With the highest respect,
I am, &c.,
(Signed) David Stow,
Honorary Secretary.

Letter from John Gibson, Esq., to the Committee of Council on Education.

My Lords, Edinburgh, 8th February, 1842.

I have now the honour to submit to your lordships all the information which I obtained from the members of the Glasgow Educational Society relative to the state of their finances.

This society was established in 1826-27. At this period 350*l.* were subscribed by the public of Glasgow for the purpose of fitting up the model school and class rooms.

From 1826-27 till 1831 there was only one model school for children under six years of age, with one master and assistant.

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From 1831 till 1836 there were two model schools, with class-rooms, one for children under six years of age, and one for children above that age.

Up till 1834 the institution was conducted at an annual expense of from 150*l.* to 200*l.* over and above the school fees.

This expenditure was met partly by public subscriptions and partly by the society; and the balance, nearly 300*l.*, which appeared against the society on 31st December, 1833, was liquidated by one of the office bearers.

They commenced operations in 1834, free from debt.

In the following Table your lordships are presented in one column with a view of the income of the society (arising from subscriptions, annual and otherwise, legacies, students' fees, and scholars' fees) from the year 1834 to 1841, and in the other column with the expenditure (for printing, salaries to teachers, and books for library) during the same period.

		£.	*s.*	*d.*			£.	*s.*	*d.*
1834	Income	88	4	9	Actual Expenditure		7	0	0
1835	„	346	1	6	„	„	169	14	1
1836	„	272	17	6	„	„	447	6	1
1837	„	514	3	6	„	„	511	10	2
1838	„	325	11	3	„	„	589	14	2
1839	„	480	10	7	„	„	642	13	7
1840	„	644	6	9	„	„	739	18	2
1841	„	482	4	9	„	„	174	17	11
		£3,154	0	7			£3,282	14	2

To the column of income is to be added 180*l.* 16*s.* 8*d.*, being the sum realized from collections at the various churches in the presbytery of Glasgow.

To the column of expenditure is to be added the sum of 1,758*l.* 15*s.*, 257*l.* 10*s.* of which have been paid to teachers, but are not included in the above statement, and the remainder, 1,501*l.* 5*s.*, is still to be paid by the society.

Thus the whole income and expenditure of the society, independent altogether of the building fund, from 1834 till 1841, have been as follows:—

	£.	*s.*	*d.*
Income	3,344	17	3
Expenditure, including *paid* and *to be paid*	5,041	9	2

It thus appears that the society have incurred debt during the above-mentioned period to the amount of 1,696*l.* 11*s.* 11*d.*; in other words, that their annual expenditure during that period has exceeded the annual income by 242*l.* 7*s.* 5*d.*

It will be remembered by your lordships that the above statement does not include the building fund; it presents a view of the

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on a plan more complete than that of the one which they now employ, the Committee desire me respectfully to inquire whether they might reckon on receiving any assistance in that undertaking from the funds at the disposal of the Education Board of the Privy Council; if so, what amount the Board might be disposed to afford for such purpose, and under what conditions they would desire it to be received.

The Committee trust that they may be allowed to make this inquiry, as the reply will enable them to judge whether they can, with a prospect of success, enter upon the undertaking at present.

I have, &c.,
(Signed) JOHN GORDON.

LETTER from J. P. KAY, Esq. to JOHN GORDON, Esq.

Committee of Council on Education,
SIR, Council Office, Whitehall, 16th July, 1840.

THE Committee of Council on Education have had under their consideration your letter, dated 9th July, inquiring whether, in the event of the General Assembly's Education Committee resolving to attempt the establishment of a Normal School on a plan more complete than that of the school which they now employ, they might reckon on receiving any assistance in that undertaking from the funds at the disposal of the Committee of Council on Education, and upon what conditions and to what extent such assistance would be afforded.

My Lords direct me to assure the Education Committee of the General Assembly of the satisfaction with which they learn that the Education Committee have under their consideration the establishment of a Normal School on a comprehensive plan, and to inform them that their lordships will be ready to afford them assistance proportionate to the extent of the arrangements contemplated, and of the local funds available for this purpose. Their lordships are, however, unable to define the precise amount of aid they may be able to afford from the parliamentary grant, until they have before them in detail the arrangements and plan of the proposed Normal School, and are informed what will be the probable expenditure for the completion of this plan, and what resources the Education Committee have at their command to meet the proposed outlay.

The Committee of Council will not require any other conditions than those which are required from the promoters of elementary schools which receive aid from the parliamentary grant; viz., the signature of a certificate resembling that which is enclosed for your information.

I have, &c.
(Signed) J. P. KAY.

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CERTIFICATE referred to in Letter to Mr. Gordon.

WE, the undersigned, being the majority of the School Committee or Trustees representing the promoters of the erection of the school-house at , hereby certify, for the information of the Right Honourable the Lords of the Committee of Council on Education,—

1st.—That the new school-house, in aid of which your lordships were pleased to grant £ , is completed in a satisfactory and workmanlike manner; being built of the proper dimensions, and in all respects according to the plan and specification proposed to and approved by your lordships.

2nd.—That the amount of private subscription specified in our memorials to your lordships has been received, expended, and accounted for; and that there does not remain any debt, charge, or claim of any kind, on account of the building, except what will be liquidated by your lordships' grant, the payment of which is now prayed for.

3rd.—That the site of the school-house has been obtained with a good legal tenure, and has been duly conveyed to trustees, so as to secure the building for the purpose of educating the children of the poor.

4th.—That we are ready to submit to any audit of our accounts for building which your lordships may direct, to make such periodical reports respecting the state of our schools as your lordships may call for, and to admit your lordships' inspectors according to the annexed regulation, marked A.

5th.—That the deed of trust has been examined and approved by your lordships' counsel, and has been duly registered according to law; that a copy thereof, together with the signatures, attestations, and receipts, has been made on plain unstamped parchment, and transmitted to the Council Office, there to be registered and preserved.

In testimony whereof, we affix our signatures, and request the payment of the sum appropriated to the school at aforesaid.

Signed and dated.

Regulation A.

The right of inspection will be required by the Committee in all cases. Inspectors authorized by Her Majesty in Council will be appointed from time to time to visit schools to be henceforth aided by public money.

The inspectors will not interfere with the religious instruction or discipline or management of the school, it being their object to collect facts and information, and to report the result of their inspections to the Committee of Council.

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LETTER from JOHN GORDON, Esq., to J. P. KAY, Esq.

DEAR SIR, Edinburgh College, 10th May, 1841.

I AM desired by the General Assembly's Education Committee to transmit to you the enclosed petition to the Education Board of the Privy Council.

The Committee also desire me to say, that they will be ready to afford any further information which their lordships may desire in regard to their Normal establishments.

I have, &c.

(Signed) JOHN GORDON.

Enclosure.

Unto the Right Honourable the Lords of the Committee on Education of Her Majesty's Privy Council.

The humble Petition of the Education Committee of the General Assembly of the Church of Scotland,

Showeth,

That the petitioners, with the view of contributing to the improvement of elementary education throughout Scotland, some years ago established a seminary in Edinburgh, in which young men intending the profession of teachers might have opportunities of acquiring the necessary knowledge, and at the same time of being exercised in the practice of teaching upon the most approved methods.

That in the course of the last five years some hundreds of young men have been more or less educated in this seminary, and, having afterwards settled as schoolmasters in various parts of the country, have been instrumental, both by their own exertions and by their example, in considerably raising and amending the system of instruction in the elementary schools.

That the petitioners, believing that the desired improvements are to be effected most readily by the due preparation of teachers to their calling, propose that their Normal seminary be established of new on such a footing that its benefits may be still further extended; in particular, that the seminary may be suitably accommodated in a building erected and fitted up for the purposes of such an institution, and that provision may be made for affording in it to the pupils such a greater range of instruction as the necessities of elementary education throughout the country may seem to require.

That the petitioners do not possess the means of defraying the cost of such an erection, and of upholding the institution on the enlarged plan contemplated, their funds, mainly contributed by

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the public, and amounting to about 4,000*l.* per annum, being already occupied, and not likely to leave any surplus applicable to the changes intended.

In these circumstances the petitioners are induced to hope, that towards an object so truly important some aid may be granted from the funds placed by Parliament at the disposal of the Education Board of the Privy Council, in which event they will engage to exhibit to the Board a particular account of the expenditure of whatever sums may be so granted. And they beg to add, that their endeavour shall be to administer such sums impartially, economically, and with the most advantage, exercising a constant superintendence of the school, admitting all deserving pupils of whatsoever denomination, and securing that such as leave the institution with their certificate shall not be wanting in the necessary qualifications.

May it therefore please your lordships to grant from the funds at your disposal a sum, for the erection of a building suited to the purpose of a completely formed Normal school, and also to grant a sum towards its maintenance on such a scale as may ensure the competent education of the teachers under training, and the extension of such education to as many teachers as may serve to convey the desired improvements to elementary education generally throughout the country.

And your petitioners will ever pray

(Signed) DAVID DICKSON, Convener.

LETTER from J. P. KAY, Esq., to JOHN GORDON, Esq.

Committee of Council on Education,
Council Office, Whitehall, 12th May, 1841.

SIR,

I HAVE the honour to acknowledge the receipt of the memorial of the Education Committee of the General Assembly, praying for aid from the Committee of Council on Education for the establishment of a Normal school for the training of schoolmasters.

The Committee of Council will, I have no doubt, be prepared to regard with strong approbation any proposal of this kind from the Education Committee, and will give it their most serious consideration at an early period.

I am, &c.

(Signed) J. P. KAY.

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LETTER from JOHN GORDON, Esq., to J. P. KAY, Esq.

SIR, Edinburgh College, 12th February, 1841.

THE General Assembly's Education Committee desire me to transmit to the Education Committee of the Privy Council the enclosed copy of a minute wherein they have expressed their sentiments on the subject of the late communication they had the honour to receive from their lordships in regard to Normal schools.

I have, &c.
(Signed) JOHN GORDON.

Enclosure.

MEMORIAL in regard to the General Assembly's Normal School, addressed to the Committee on Education of Her Majesty's Privy Council by the Education Committee of the General Assembly of the Church of Scotland.

The Committee of Council on Education have been pleased to express a desire "to possess an outline of the general character and regulations" of the Normal school under the superintendence of the General Assembly's Education Committee, in order that they may be "able to determine whether they could vote any "assistance for the purpose from the ordinary parliamentary "grant, or whether it might not be necessary to make an especial "application to Parliament for this purpose."

The information thus required the Assembly's Committee now respectfully submit.

The general character and regulations of the Normal school having been in a great measure determined by the circumstances in which it originated, it may be proper to state briefly and generally what these circumstances were.

When the Committee, 16 years ago, began to establish schools for the benefit of the poor in the remoter districts of the country, the difficulties they found did not consist alone in procuring the means by which a considerable number of such schools might be upheld, that is, in obtaining a pretty liberal contribution from the public, and in persuading the landowners to the necessary co-operation; they soon experienced a difficulty of a different description, in the very small numbers of teachers placing themselves at their disposal who were possessed of that degree of competency to carry on the work of instruction which they considered to be indispensable.

They required the teachers they proposed to employ to be able to impart elementary instruction in something better than the common manner; to teach on that system which is not satisfied

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with conveying merely the arts of reading and writing, but which aims at communicating much useful knowledge, and at exercising the faculties by a skilful and vigorous discipline.

It was found that no extension of the range of selection among the class of men that offered for their schools could procure a sufficient number of this description of teachers, and that if such must be had the Committee must have recourse to some means of preparing them.

At this time the sessional school of the Tron parish, Edinburgh, offered the best example of elementary instruction; it was there, indeed, that the system which the Committee desired to see in all their schools had its origin.

The subjects taught were of the kind usually named elementary, but they were so taught as to embrace a considerable range of instruction.

The pupils, at the same time, were from the poorer classes of the population.

These circumstances pointed out this seminary as a model for those which the Committee proposed to establish in the poorer districts of the country, and they began to place in it the masters they had appointed or proposed to appoint, in order that they might acquire the methods which were there practised.

Such was the origin of the Normal school to which the Committee now crave the favour of the Council Committee.

By degrees the uses and design of the seminary were extended.

In the year 1835 the teachers in attendance were no longer only those who had been considered as the least qualified; they included all who sought employment under the Committee, and were encouraged to expect it. More than this, the Committee held out an invitation to all teachers, without distinction, to take the benefit of this school, and now it was attended by many not purposing to be connected with the Assembly's scheme.

So far had the plan of educating schoolmasters been developed, when the entire control of the seminary, and the property of the building in which it was conducted, were transferred to the Committee. The sessional school had belonged to the Kirk sessions of Edinburgh, by whom it had been founded, and who now consented to place it wholly at the disposal of the Committee, in order that every facility might be given to the important purpose of preparing teachers, not for their own schools alone, but for the country at large.

From this time the maintenance of the seminary, in so far as not provided for by the ordinary school fees, devolved entirely on the fund under the management of the Committee.

The proceeding now referred to took place in the year 1838, since which time the institution has remained on the footing on which it was then established.

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The Committee would not have thought themselves entitled to ask for this seminary any aid from the public fund administered by the Privy Council Committee, if they could not state that it has been and continues to be the means of effecting very great improvements in the elementary education of Scotland. Since the year 1835 it has given instruction to several hundreds of schoolmasters. During the last year it has performed the same service for not less than 80. It is seldom that at any time it has fewer than 25 in attendance.

A seminary thus chosen for the superiority of its management cannot possibly be devoted to such objects in that degree without great advantage to elementary education throughout the country, and without presenting strong claims to public countenance and support.

The general character and regulations of the school may be described as follows:

To all persons proposing to qualify themselves as schoolmasters admission to the seminary is allowed on payment of a fee of one guinea.

Those who do not seek employment in the Assembly schools enter without preliminary examination by the Committee, and merely on satisfying the master that there is nothing of a disqualifying nature in their ordinary life and conversation. In respect of acquirements, they are, on entering, at different stages of proficiency.

Those who aspire to schools on the Assembly's scheme are not admitted without a preliminary examination by the Committee, and without proving a certain degree of acquirement, an aptitude for teaching, and unexceptionable character.

They are generally young men from the Highland districts; and as they are commonly without the means of maintaining themselves while attending the seminary, they are not only exempted from the entrance fee, but a small sum for their expenses of maintenance is allowed weekly from the funds of the Committee. They are permitted to choose their lodging places where they please throughout the town.

Those who are destined to schools on the Assembly's scheme are expected to be in connexion with the church of Scotland; the others are not interrogated concerning the particular Christian denomination to which they belong.

The period of attendance to those who are not placed by the Committee is optional.

To those who are placed by them it varies according to their proficiency at entering, and the progress which they make while there.

The free pupils may sometimes quit the seminary before they have mastered its methods. Those who are under the control of the Committee never depart until the master certifies that they

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have had the full benefit of his instructions, and profited to the desired extent. Neither for the one class of pupils nor the other has it been found expedient to prescribe either the shortest or the longest period of their stay.

The actual period of attendance varies from one to ten or twelve months, and seldom exceeds six months.

When the pupils not maintained by the Committee choose to leave the seminary, a permission is held out to them to receive, if they desire, an examination by the Committee on their proficiency in the branches they profess to teach. Most of them depart without receiving such examination, and when they do so they carry no certificate by the Committee, either of their qualifications or of their conduct while under tuition, but the master does not withhold from them, any more than from the ordinary pupils, his general attestation to their merits; on the other hand, the few of this class who do receive an examination from the Committee reap this advantage from it, that if found qualified they become eligible to schools on the Assembly's scheme, and may at any time command the recommendation of the Committee for any other situations to which they may aspire. When the pupils maintained by the Committee have completed their instruction at the seminary, they are either appointed to schools under the Committee, or, if not immediately appointed, they remain subject to the call of the Committee for a period of 12 months.

It may be added, that the schools which generally fall to the charge of those who have attended the Normal school are for the most part of the secondary kind; schools supported by societies or by subscription, or simply on school fees.

Both classes of pupils enjoy the same opportunities of instruction while at the seminary, and these are of three different kinds. They are themselves, as pupils, trained to a better knowledge of the branches they will be called upon to teach, they have the privilege of seeing how the master teaches, and they are exercised in teaching upon the model which he presents.

1. In receiving instruction in the branches they will probably be called upon to teach they are treated as ordinary pupils, but without mingling in the ordinary school. They form a class by themselves, and they carry on this part of their studies in the company exclusively of those who have the same professional objects in view. This class is conducted by the master or his assistant, and it is under their immediate tuition for the space of at least three hours daily.

The subjects of instruction comprise all that are taught in the ordinary school which stands before them as a model. They are the following:—

Reading, with careful attention to the sense.
Writing.

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Arithmetic.
Grammar.
Syntax.
Etymology.
Elements of Science.
English Composition.
Geography.
Religious Instruction.

With most of these subjects there are few of the pupils who have not been in some degree acquainted before their entrance to the seminary, but their acquaintance with them has been such that they could by no means be expected to teach them as they are taught there. The deficiency, as may be supposed, is greater on the part of those who enter of their own accord than of those who are placed by the Committee.

In truth, the class of pupils who seek admission to the Normal school have generally enjoyed no opportunity of acquiring the requisite acquaintance with the branches in question, for the schools to which they had access throughout the country could not afford it.

Is it practicable to reduce the function of a Normal school to what forms its distinguishing feature—to instructions in the art of teaching? It is so only if the pupils should bring with them at entering a perfect knowledge of the branches to be taught; but to establish a requirement to this effect would be to shut the Normal school to all such as now attend it, without attracting others of superior acquirements in their place, and to withdraw from the service of elementary education hundreds who, with the help of a few months' preparation, are fitted to serve it effectually.

2. The pupils have an opportunity of seeing how the teaching of the different classes is carried on by the master and his assistants during one day in the week exclusively devoted to that purpose.

3. With the exception of the day which is thus occupied, and of the three hours daily which are spent in extending their own knowledge of the different branches, the whole time of the pupils under training is employed in the teaching of the classes. A certain space of time is allotted to each branch, and each pupil has the charge of a certain class; the youngest pupil commencing with the youngest class, as best suited to his ability, and gradually proceeding to the more advanced.

He teaches under the eye and direction of the master. In three months the curriculum is completed, and the pupil is acquainted with the entire management of the school, though a longer attendance may still be required to insure his skill in teaching.

This discipline is followed up by a practice which is worthy of being noticed. On a certain day each pupil instructs his own

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class in the presence of all his fellow-pupils under training, who take note of anything remarkable in his mode or manner of teaching. Afterwards they are assembled together, when each pupil in presence of the whole hears the remarks that have been made on his performance by each of his fellows; the master acting as arbiter, pronouncing on the justness of the criticism, and taking occasion to explain his own views of the principles and practice of teaching. This is found to be a peculiarly interesting and therefore a very efficacious mode of inculcating the best methods of teaching. The remarks are seldom uninstructive to those that hear them, and they give an opportunity to the master of becoming well acquainted with the characters and peculiar talents of the individuals under his tuition.

Such is a general outline of the course of training at the Normal school. The number and the description of the pupils it attracts have been already noticed. The number is far less than it ought to be, and the description of a part of them at least ought to be somewhat different; but to insure these results it is conceived that nothing more is necessary than that the institution receive certain changes in its arrangements.

The Committee are well aware of great and prevailing defects in the elementary education of Scotland, but they know of no means by which these are likely to be so readily and comprehensively supplied as by an enlargement of this scheme for promoting the education of teachers.

Other means of meeting these defects may be expected in some degree from the people who more immediately feel them; but a Normal school will never be attempted except by parties in some such relation to the education of the country as is held by this Committee, and therefore they have felt it their duty to establish such a school, and to consider by what means its usefulness may be extended. They have proposed to introduce the following improvements:—

1. To provide, by means of a paid assistant, for the teaching of geometry and practical mathematics, elements of civil and natural history, drawing, and the Latin and French languages, to such as have already made some progress in them.
2. A library specially formed for the instruction of the pupils in training.
3. A collection of specimens illustrative of the lessons in natural history.
4. The present building being insufficient for the accommodation of the school in its present state, it will be still more so under the changes contemplated. A new one is required, which, besides a large apartment for the ordinary school, shall have one for the teachers in

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training, another for the female classes under instruction in needle-work, and a third for a library; four smaller rooms will be also needed for the separate teaching of the classes, occasionally.

If these changes were adopted it is not doubted that the Normal school would then present such attractions as would very greatly increase the resort to it, and that among the pupils would be found many who aspire to the parochial and other schools of the higher class throughout the country.

It is true the more advanced instruction now proposed may be obtained in other schools of the ordinary kind throughout the country; but the same reasons which make it necessary that the pupils at the Normal school should receive elementary instruction recommend that opportunities of further study in that place should not be wanting. It is certain that a great part of those who enter have not previously had access to schools where the higher branches are taught, nor could they have afforded to pay for instruction in these branches at the customary rates. Add to this, that provision should be made for the proper employment of the leisure of the pupils out of school, and this is scarcely to be found but in their application to some branches of knowledge beyond the elementary.

A seminary formed for the education of teachers, to whatever class of schools they may be destined, the Committee conceive to be imperfect if it contains no means of instruction in the higher branches. It is one effect of a thorough elementary instruction, such as is given in the school in question, that by the activity, intelligence, and ambition which it excites it very commonly begets a desire for instruction in branches more advanced; and it is fit that the teacher should be qualified to answer that desire. The teacher himself is aware of the tendency referred to; he feels it in his own person; and very often the best elementary teachers are found taking up the higher branches by private study at their own hands, and this, not merely for their own improvement, but to enable them to meet the demand of their pupils.

The Normal Seminary in its present state is maintained partly by school fees, and partly from the funds of the Committee.

The ordinary pupil pays a fee of 1*s.* 6*d.* per quarter; the schoolmaster pupil 1*l.* 1*s.* for the whole course of his instruction.

The sum expended by the Committee last year upon this school amounted to 330*l.*; the chief items being the expense of maintenance to the teachers in training, and their travelling charges.

The seminary cannot of course receive the proposed extension of its plan without a considerable increase of the annual expenditure; and as the means of such increased expenditure are not to be obtained from their ordinary revenue, the Committee now solicit aid from the funds under the management of the Committee of Council. They do not greatly desire to withdraw from the

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seminary any part of the fund which they now apply to it, although if they did it would be only to use the fund so withdrawn in the advancement of education in some other form; probably in adding to the number of their ordinary schools.

The Committee will be prepared either to continue or not to continue their present expenditure on the Normal school, as the Council Committee may require.

In these circumstances they have humbly prayed that it may please the Council Committee to grant a yearly sum towards the expenses of the Normal establishment, to be continued at their pleasure; also a sum towards the erection of a suitable building, provided with the accommodations before specified, they engaging, in the event of such grants being made, to render regularly to the Council Committee full and articulate accounts of the expenditure.

The Committee, in concluding, may observe, that they do not regard the Normal seminary simply as a place of training to teachers before they have entered on their professional career, but also as a place of occasional resort to teachers who have already been occupied and had much experience in the charge of schools.

They cannot forget that there is a constant tendency in the teaching of most country schools to fall from the model upon which they may have originally started, especially if that model was of the superior description which is offered in the Normal seminary. This is a necessary consequence of comparative smallness, and of the irregularity of the attendance. The teacher himself is apt to forget what he does not and at certain seasons cannot practise; but if he has again an opportunity of visiting the Normal school he will be re-animated and re-instructed by the always fresh, unimpaired, and complete discipline which is there carried on.

(Signed) DAVID DICKSON,
Convener of Committee.

LETTER from J. P. KAY, Esq., to JOHN GORDON, Esq.

Committee of Council on Education,
Council Office, Whitehall, 19th May, 1841.

SIR,

THE Committee of Council on Education have had under their consideration the memorial of the Education Committee of the General Assembly of the Church of Scotland, praying that their lordships will be pleased to grant aid to that Committee for the establishment of a Normal school under the superintendence of the General Assembly.

I am to inform you that my Lords are disposed to the favourable consideration of this memorial, but they are at present left

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without the means of affording any aid to the object which the Education Committee have in view.

My Lords trust that the annual Parliamentary vote may be granted on such terms and to such an extent as to enable them to assist the Education Committee in the accomplishment of the important object they have in view.

I have, &c.
(Signed) J. P. KAY.

LETTER from Rev. DR. DICKSON, to J. P. KAY, Esq.

SIR, London, 32, Craven Street, 11th October, 1841.

REFERRING to the application which has been presented to the Privy Council Committee by the General Assembly's Education Committee for aid to the Normal school in Edinburgh, I beg leave to mention that the Assembly Committee will readily assent to the usual conditions on which grants are made.

I may explain also, that the plan of a seminary submitted in the memorial will be considered by the Assembly Committee rather as forming the ground or commencement of a complete Normal seminary than as presenting all that such an institution may and ought to be, and that they are willing it should be viewed in the mean time simply as a model seminary for the instruction of teachers.

If the school shall be so fortunate as to receive aid from the Council Committee towards its maintenance, I do not doubt it will gradually improve and expand so as to become a Normal seminary of the best description.

In the mean time, as it is of great and important service to elementary education, it is anxiously hoped it may not be thought unworthy of the countenance and support of the Council Committee.

I have, &c.
(Signed) DAVID DICKSON.

LETTER from JOHN GIBSON, Esq., to J. P. KAY, Esq.

SIR, Edinburgh, December, 1841.

BY your letter dated 13th October I was directed "to proceed to Glasgow for the purpose of inquiring minutely into the state of the finances of the Educational Society," "to confer with the Committee for the purpose of ascertaining whether any plan can be devised to increase the efficiency of the Normal seminary, and to secure for it more extensive support in Scotland, and especially

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such concurrence from the Education Committee of the General Assembly of the Church as would increase its resources and ensure its stability."

I was also directed "to confer with the Education Committee of the General Assembly on the subject of their petition, and the subsequent correspondence, and to report to my Lords of the Committee of Council on the whole subject."

I have already forwarded my Report on the State of the Finances of the Glasgow Society.

I have now the honour to submit my Report on the several points indicated above.

In conducting the necessary communications I thought it expedient to ascertain, in the first place, whether the Glasgow Society would be willing to place their institution under the direct control and management of the Education Committee of the General Assembly; I found little difficulty in obtaining the consent of these gentlemen to such an arrangement.

I afterwards directed my efforts to ascertain the views of the Education Committee of the General Assembly as to the manner in which the wish of their lordships to aid in the establishment of a complete Normal seminary might be best realized.

It may be proper to state the manner in which these communications were conducted. I thought it, upon the whole, most expedient to confer with those individual members whose influence, from character and position, gave their opinions the greatest weight in the committee of the General Assembly.

I first waited on the Convener, Dr. Dickson, and on Mr. Gordon, the Secretary, and ascertained their feelings and views. I then requested them to name those members of the Committee on whom it would, in their opinion, be desirable I should wait; they mentioned the names of various gentlemen, and gave me the assurance that their opinions would probably meet with little opposition from the General Committee.

The following is a summary of the results of my conferences with them:—

I. In the event of the determination of my Lords to limit the grant to *one* Normal school, it is the opinion of these gentlemen that *that* school should be in Edinburgh; this opinion is based upon the following considerations:—

1. Edinburgh is the seat of the General Assembly: this secures important objects: a certain section of the ministers and elders of the church would have an opportunity yearly of witnessing the operations in the seminary, and would thus have it in their power to disseminate over the whole country the various improvements introduced.
2. Edinburgh has long been remarkable for the number

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and excellence of its schools; to these the students in training might easily find access; indeed, they would serve as so many model schools.

3. Able, highly-accomplished, and skilful tutors might be obtained at a very moderate expense.

The amount of aid which the Education Committee, in undertaking the maintenance and management of such an establishment, would deem indispensable, is a *large grant* to enable them to erect suitable buildings, and an annual allowance from my Lords, to be expended either in paying the salary of the principal or rector, in maintaining a certain number of students, or in any way that their lordships may deem most proper and expedient.

II. At the same time, should it appear to their lordships that, in consideration of the efforts of the Glasgow Educational Society to promote and improve elementary education, of the degree of success which has already attended their efforts, and especially of the existence of a building in all respects suitable to the efficient conducting of a Normal seminary, the public money would be best expended in extending the machinery and increasing the efficiency of that establishment, these gentlemen think that it would be the duty of the Education Committee of the General Assembly thankfully to accept of their lordships' aid in the securing of these important objects, and to endeavour to render that seminary worthy of them as its superintendents and patrons, and entitled to the support and encouragement of their lordships. In this case, also, an *annual allowance* from their lordships would be deemed indispensable.

III. But what appears to these gentlemen the best way of at once securing a sufficient supply of thoroughly trained young men as teachers, and of meeting the desire of their lordships to extend and improve educational machinery, is to extend to the Education Committee of the General Assembly a sum sufficiently large, to be expended, according to their lordships' directions, *first*, in immediately taking steps to put the Glasgow seminary into a good working condition, and, second, to the procuring, without delay, of a suitable building for their seminary in Edinburgh. An annual allowance to each of the institutions would be absolutely necessary.

In the event of their lordships agreeing to this last proposal, these gentlemen think that, in addition to realising a sum sufficiently large to enable them, with the assistance of their lordships' grant, to erect suitable buildings at Edinburgh, the Education Committee of the General Assembly would undertake to raise 500*l.* a-year for the maintenance of each of these establishments.

I have, &c.

(Signed) JOHN GIBSON.

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LETTER from J. P. KAY, Esq., to JOHN GORDON, Esq.

Committee of Council on Education,
Council Office, Whitehall, 31st December, 1841.

SIR,

THE Committee of Council on Education directme to communicate the enclosed minute to you, for the information of the Education Committee of the General Assembly of the Church of Scotland, announcing their lordships' intention to grant 10,000*l.* (ten thousand pounds) to the General Assembly, to found two model and Normal schools, one in Edinburgh and the other in Glasgow, and also to appropriate 1,000*l.* (one thousand pounds) per annum to the maintenance of these schools.

Their lordships request you will submit this minute to the Education Committee of the General Assembly, and that you will transmit a copy of that portion of it which relates to Glasgow to the Committee of the Glasgow Education Society.

My lords will be desirous to be informed, at an early period, whether the Education Committee of the General Assembly accept these grants on the conditions stated in the minute.

I have, &c.
(Signed) J. P. KAY.

MINUTE.

The Committee of Council on Education having had under their consideration the foregoing Report of Mr. Gibson, her Majesty's Inspector of Schools, on the present condition of the Glasgow Normal Seminary, and the correspondence of the Committee of the Glasgow Education Society, memorializing their lordships for further aid to defray a portion of a large debt incurred by the Society in the erection of their buildings, and by the annual expenses of their schools.

Their lordships likewise received from Mr. Gibson a written Report (hereunto appended) on the present state of the Society's finances. Their lordships, moreover, took into consideration the correspondence and memorials of the Education Committee of the General Assembly of the Church of Scotland, praying that their lordships would be pleased to grant aid to that Church, to enable it to establish and conduct model and Normal schools in Edinburgh. Their lordships also referred to their letter to Mr. Gibson, directing him to communicate with the Education Committee of the General Assembly and with the Committee of the Glasgow Education Society, on the foregoing memorials and correspondence, and they received from Mr. Gibson a written Report (annexed hereto) of the results of his communications with these two bodies.

Resolved,

That 5,000*l.* be granted to the Education Committee of the General Assembly of the Church of Scotland, to enable them to

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found model and Normal schools in Glasgow, on the following conditions; *viz.*

1st. That the Glasgow Education Society convey the site and buildings of their Normal seminary to the General Assembly, in trust for ever, as model elementary schools (for the education of the poor of the city of Glasgow) and as a Normal school (for the instruction and training of schoolmasters of elementary schools for the children of the labouring classes), to be maintained and conducted by the General Assembly.

2ndly. That this 5,000*l.* be appropriated to defray a portion of the debt incurred by the Glasgow Education Society, on condition that the remaining creditors have no claim on the buildings of the Society when conveyed to the Committee of the General Assembly, and that the Committee of the General Assembly be restrained from effecting any mortgage on the buildings for the remaining debt.

3rdly. That the Committee of the General Assembly become responsible for the remaining debt *as reported by Mr. Gibson*, but for no other liabilities whatsoever.

4thly. That the draft of the deed by which the Glasgow Education Society convey their schools to the General Assembly be submitted to their lordships before it is executed, in order that it may be examined by their counsel, and that the deed be not executed until it has been approved of by their lordships.

5thly. That the inspection of the Glasgow model and Normal schools by her Majesty's inspector be secured in the trust deed.

Resolved,

That 5,000*l.* be granted to the Education Committee of the General Assembly of the Church of Scotland, to enable them to erect a building for model and Normal schools in Edinburgh, on the following conditions; *viz.*

1st. That the General Assembly raise 5,000*l.* in addition to the 5,000*l.* granted by this committee, and that the whole of these sums be expended in the erection of the model and Normal school buildings, and in the purchase of a suitable site.

2ndly. That the plans of the proposed buildings be prepared by their lordships' architect in accordance with the instructions of the Education Committee of the General Assembly, and be submitted to their lordships, and approved by them before the buildings are commenced.

3rdly. That the site and buildings be conveyed to the General Assembly of the Church of Scotland, in trust for ever, for model elementary schools (for the children of the poor of the city of Edinburgh) and for a Normal school (for the instruction and training of masters of elementary schools for the children of the labouring classes), to be maintained and conducted by the General Assembly.

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4thly. That the draft of the deed of conveyance be submitted to their lordships in order that it may be examined by their counsel, and that it be not executed without their lordships' approval.

5thly. That the 5,000*l.* be not paid to the Education Committee of the General Assembly until the building is erected, until it is conveyed to the General Assembly, until the deed is registered, nor until all expenses incurred in the erection of the building are defrayed, excepting what will be liquidated by their lordships' grant.

6thly. That inspection of the model and Normal schools be secured in the trust-deed.

Resolved,

That Mr. Gibson having reported that the Education Committee of the General Assembly are willing to appropriate the sum of 500*l.* per annum to each of the above-named institutions, their lordships also grant 500*l.* per annum to each of these two schools, on the following conditions:

1st. That the whole of the school fees collected from the children, and the fees paid by the young men in attendance on the model and Normal schools, together with any local subscriptions, be appropriated to defray the annual expenses of the two establishments.

2ndly. That the General Assembly grant 500*l.* per annum in addition, towards the annual expenditure of each of these two institutions.

3rdly. That if at any time hereafter it shall appear to the Committee of Council on Education, that the said Normal and model schools at Glasgow or Edinburgh, or any of them, are not satisfactorily maintained and conducted by the General Assembly of the Church of Scotland, the annual payments by the Committee of 500*l.* to each of them may be discontinued, either wholly or in part, as the case may be, or for such period as the Committee may determine, and resumed at the pleasure of the Committee, whereupon the conditions of these grants shall again be obligatory.

4thly. That a rector be appointed to each establishment.

5thly. That before proceeding to the appointment of the rector or of the head masters of each of the several model schools, the Education Committee of the General Assembly shall confer with the Committee of Council on Education, communicating the names and testimonials of the candidates, and suggesting the names of the most eligible candidates, and that the concurrence of the Committee of Council shall be necessary to any appointment.

6thly. That the Committee of Council may at any time withdraw their concurrence in the appointment of the rector or of any head master, who shall then cease to hold office in the school.

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7thly. That the Committee of the General Assembly furnish such Reports on the regulations, management, discipline, and financial condition of each establishment, as the Committee of Council may require.

LETTER from JOHN GORDON, Esq., to J. P. KAY, Esq.

SIR, Edinburgh College, 3rd January, 1842.

I HAVE the honour to acknowledge the receipt of your communication of the 31st ult., which I shall lay before an early meeting of the General Assembly's Education Committee.

I shall also communicate, without delay, to the Glasgow Education Society that part of the minute of the Council Committee which relates to the Glasgow Normal School.

I have, &c.,
(Signed) JOHN GORDON.

LETTER from JOHN GORDON, Esq., to J. P. KAY, Esq.

SIR, Edinburgh College, 4th January, 1842.

THE Minute of Council in regard to the Normal Schools refers to an appended Report by Mr. Gibson on the finances of the Glasgow Normal School. As that Report has not been seen by the General Assembly's Committee, will you have the kindness to favour them with a copy of it?

I have, &c.,
(Signed) JOHN GORDON.

LETTER from JOHN GORDON, Esq., to J. P. KAY, Esq.

SIR, Edinburgh College, 13th January, 1842.

I HAVE laid before the acting sub-committee of the General Assembly's Education Committee your letter of date the 31st ultimo, with the accompanying minute of the Council Committee, and am desired to express their very grateful sense of the liberality of the grant proposed to be made in aid of Normal schools.

The acting Committee have, as usual in matters of importance, referred these communications to the general Committee, in whose name they act, a meeting of which will take place on an early day. Their sentiments on the proposal that has been made will be duly communicated to the Council Committee.

I have, &c.
(Signed) JOHN GORDON.

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MINUTE of the GENERAL ASSEMBLY'S EDUCATION COMMITTEE.

11th February, 1842.

THE General Assembly's Education Committee having considered the communication of the Lords of the Committee of Council on Education, dated 31st December last, with the minute of Council therein referred to, and having also had before them the several applications which they have made at different times to the Council Committee on behalf of the Normal school in Edinburgh, cannot but feel in the highest degree gratified that their lordships have resolved to appropriate so large a sum out of the fund at their disposal towards the establishment and support of seminaries for the education of teachers, that they have recognized the need of more than one seminary of that description, and point to the two localities best suited to the purpose, and that they propose to place both schools under the superintendence of the Church—an arrangement agreeable to the whole educational system of Scotland.

The Committee further entirely acquiesce in the propriety of the conditions on which their lordships propose that the intended grants should be made, with the exception after-mentioned, and express their willingness to co-operate zealously in promoting the object in view. This the Committee are assured will be best effected, especially so far as regards the contributions to be provided on the part of the church (which must be raised in addition to the yearly sum of 5,000*l.* required for their existing schools), by previously obtaining the sanction and authority of the General Assembly.

The Committee therefore resolve to report the communication of their lordships to the ensuing General Assembly, with an earnest recommendation to the Assembly to adopt immediate measures for making a general and strenuous effort throughout the bounds of the Church in order to raise the amount necessary to enable the Committee to avail themselves of the very liberal proposal of their lordships.

They do not entertain a doubt that the General Assembly will fully appreciate the importance of securing the offered boon, and that they will adopt measures which will enable them to accept it.

Awaiting therefore this necessary aid from the General Assembly, the Committee in the mean time desire to express their most grateful acknowledgments to the Council Committee, and to report to their lordships that they only thus delay the commencement of the proposed subscription in order to render its success more sure.

At the same time, in regard to the condition above alluded to, the Committee have respectfully to solicit the re-consideration of their lordships.

In a communication from the Council Committee, of date the

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16th July, 1840, the Committee were assured that the "Committee of Council will not require any other conditions" (in regard to Normal schools) "than those which are required from the promoters of elementary schools which receive aid from the parliamentary grant."

The inspection to which these schools were open was an inspection which was not to interfere with "the discipline or management of the schools."

But in the conditions proposed to be attached to the present grant, it is not only provided that "if at any time hereafter it shall appear to the Committee of Council on Education that the said Normal and model schools are not satisfactorily maintained and conducted by the General Assembly of the Church of Scotland, the annual payments of the Committee of 500*l.* to each of them may be discontinued, either wholly or in part, as the case may be;" but it is also proposed that "the Committee of Council may at any time withdraw their concurrence in the appointment of the rector or head master, who shall then cease to hold office in the school."

To the first of these conditions the Committee do not object, understanding that it does not impose any right of control or interference in the management of the schools, beyond the simple withdrawal of the annual endowment; the latter provision, however, appears to them to be inconsistent with the principles laid down by their lordships in their former communications, and to involve an interference with and control over the management and discipline of the school, which they venture to flatter themselves is not intended, and in which they are convinced that the Church would not acquiesce.

It will therefore gratify the Committee to learn that in this particular the Council Committee are willing to modify the conditions prescribed in the minute of the 31st of December.

In regard to the appointment of the rector, the Committee understand the proposed arrangement to be, that the name of the person chosen by the Assembly Committee be communicated to the Council Committee, without whose concurrence the appointment does not become effectual. To this the Assembly Committee cordially assent.

LETTER from J. P. KAY SHUTTLEWORTH, Esq., to JOHN GORDON, Esq.

Committee of Council on Education,
Council Office, Whitehall, 28th February, 1842.

SIR,

THE Committee of Council on Education direct me to acknowledge the receipt of your letter dated the 12th of February, enclosing a minute of the Education Committee of the General

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Assembly of the Church of Scotland, dated the 11th of February, in relation to their lordships communication of the 31st of December, 1841, proposing the basis on which the Committee of Council were prepared to co-operate with the Church of Scotland for the establishment of two Normal and model schools for the promotion of elementary education chiefly in Scotland.

My Lords direct me to express their satisfaction that their confident anticipations that the Church of Scotland would be disposed cordially to embrace this opportunity of putting forth energetic efforts for the improvement and extension of elementary education in Scotland, in co-operation with the executive government, are fulfilled by the entire tenor of the minute of the Education Committee of the General Assembly.

My Lords, in defining the mode in which that co-operation might, with due respect to the Church, be rendered harmonious and effectual, deemed it expedient that its terms should be defined with considerable precision, and they are gratified that the general principles on which they act are entirely satisfactory to the Education Committee, and that all the details, with one exception only, are equally approved.

I am to explain that the passage referred to as contained in a communication from this Committee dated the 16th July, 1840, in which their lordships stated that the "Committee of Council will not require" (in regard to Normal schools) "any other conditions than those which are required from the promoters of elementary schools which receive aid from the parliamentary grant," had relation only to grants for the erection of school-houses, whether of Normal or elementary schools.

The Committee of Council have not made any annual grants to elementary schools, and they have not required any conditions, in relation to grants for the erection of Normal schools, different from those which they have invariably required from the promoters of the building of elementary schools who have received aid towards their erection.

But their lordships have determined, whenever annual grants are sought, to reserve for the executive government the power of co-operating with the ecclesiastical or other authority or body to which such annual grants may be intrusted, so as to enable the state to preserve a salutary harmony between the proceedings of the civil and ecclesiastical or other authorities; and with that view they have inserted the condition with regard to the withdrawal of the annual payment under certain circumstances.

Upon consideration my Lords do not consider it to be absolutely essential that in addition to that provision which would clearly entitle them to withdraw the annual grant in case of the schools being placed in the hands of a master under whom they are not satisfactorily conducted, their lordships should attach peculiar importance to the power of "withdrawing their concurrence in the

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appointment of the rector or head master, who shall then cease to hold the office in the school," especially as it is their lordships' desire, at the period when they reserve the power of interference, to employ it as the means of securing at all times harmonious co-operation.

My Lords desire me, therefore, to assure the Education Committee that they will have much satisfaction in withdrawing this clause, if upon reconsideration the Education Committee do not perceive that it is in all respects consistent with the operation of concurrent and harmonious counsels.

I have, &c.

(Signed) J. P. KAY SHUTTLEWORTH.

LETTER from Rev. DR. WELSH to J. P. KAY SHUTTLEWORTH, Esq.

East Dalmeny, near Queensferry,
13th June, 1842.

SIR,

I HAVE the honour to transmit for the Committee of the Privy Council on Education an extract from the deliverance of the General Assembly of the Church of Scotland, on the report of their Education Committee in reference to the establishment of Normal schools.

I am authorized at the same time to convey to you the expression of the high sense entertained by the General Assembly of the enlightened regard manifested by the Committee of Privy Council in the best interests of education in Scotland, and to assure you that the utmost efforts of the Church will be put forth towards stirring up such a spirit of liberality as may secure for the country all the advantages contemplated in the munificent contribution of the Committee of the Privy Council.

I have the honour to be, &c.

(Signed) DAVID WELSH, Moderator.

EXTRACT from Deliverance of the General Assembly on Reports of the Education Committee.

Edinburgh, 27th May, 1842.

THE General Assembly having considered the proposal made by the Privy Council Committee on Education for the purpose of assisting in the establishment and maintenance of Normal schools in Edinburgh and Glasgow, desire to record their high sense of the value to the best interests of the country of the institution of those seminaries, towards the establishment of which the Committee of Council have now offered a contribution so munificent,—authorize the Moderator to communicate to the Committee

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of Council the grateful and heartfelt acknowledgments of this assembly for the great benefit thus to be conferred on the Church and people of Scotland,—enjoin the Committee to take immediate and active measures for raising the funds required to be advanced on the part of the Church; and the assembly, assured that the vast importance of improving the elementary education of the country by providing for the better instruction of teachers at Normal institutions will be fully and generally appreciated, earnestly recommend to ministers, presbyteries, and synods to give their strenuous aid to the Committee in the prosecution of this object, and trust that when the matter is brought in all its important bearings before the Christian people it will receive their warmest and most liberal encouragement.

No. 4.

PRELIMINARY CORRESPONDENCE respecting GRANTS to the NORMAL and MODEL SCHOOLS of the BRITISH and FOREIGN SCHOOL SOCIETY and of the CHESTER DIOCESAN BOARD, and to the NORMAL and MODEL SCHOOLS at BATTERSEA.

LETTER from J. P. KAY, Esq., to the POOR LAW COMMISSIONERS.

Committee of Council on Education,
GENTLEMEN, Council Office, Whitehall, 27th August, 1841.

THE Committee of Council on Education direct me to put you in possession of an extract from their minute of 23rd June, 1841, in relation to your letter dated the 6th of May, 1840, respecting the Battersea Normal training school.

I have, &c.
(Signed) J. P. KAY.

(Enclosure.)

23rd June, 1841.

THE Committee had under their consideration a letter from the Poor Law Commissioners, dated the 6th May, describing the urgent necessity of providing well-trained schoolmasters for pauper schools, and the expediency of enabling them to avail themselves of a training school lately established at Battersea from private resources, under the sanction and with the assistance of the clergyman of that parish.

Lord Duncannon further reported to the Committee the extreme difficulty recently experienced by the commissioners of

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Greenwich Hospital, notwithstanding repeated public advertisements, in procuring adequately prepared masters and assistant masters for the schools connected with that establishment.

Their lordships were therefore of opinion, that in any estimate to be laid before Parliament a sum should be included for the purpose of enabling the Committee to defray such part of the expenses of the school at Battersea as may appear to be a reasonable compensation for the benefits derived to the Poor Law Commissioners, or any public institutions connected with the state, in obtaining schoolmasters under their direction, or that of any other department of the executive.

EXTRACT from the Minutes of the British and Foreign School Society, of 9th August, 1839.

THE Committee of the British and Foreign School Society having seen, with much satisfaction, the report of the Committee of Council appointed to superintend the application of any sums voted by Parliament for the purpose of promoting public education of 3rd June, 1839, in which it appears that the lords of the Council recommend that the sum of 10,000*l.*, granted by Parliament in 1835 towards the erection of Normal or model schools, be given in equal proportion to the National Society and the British and Foreign School Society, beg leave respectfully to inquire what steps it is the wish of their lordships that the Committee should take in order to obtain the above grant.

They beg further respectfully to state, that they are now taking measures to effect, as soon as possible, the establishment of a new Normal school on an enlarged basis, when they will be anxious to adopt any improvements that may appear desirable in the modes of instruction, and when a much greater number of persons may be trained for the important office of teacher than are at present under their instruction.

They trust that in the accomplishment of these extended views they may meet with liberal aid from the Government, and they are anxious to ascertain to what extent such aid may be expected.

By order of the Committee,
(Signed) WM. ALLEN, Chairman.

LETTER from J. P. KAY, Esq., to HENRY DUNN, Esq.

Committee of Council on Education,
SIR, Council Office, Whitehall, 17th August, 1839.

I AM directed by the lords of the Committee of Council on Education to acknowledge the receipt of an extract from the Minutes of the British and Foreign School Society, of 9th August,

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1839, in which the Committee inquire what steps it is the wish of their lordships that the Committee should take in order to obtain the grant of 5,000*l.* for the erection of a Normal or model school connected with that society.

I am to inform you that my lords learn with great satisfaction that the Committee are now taking measures to effect, as soon as possible, the establishment of a Normal school on an enlarged basis, where they will be anxious to adopt any improvements that may appear desirable in the modes of instruction, and where a much greater number of persons may be trained for the important office of teacher than are at present under their instruction.

My lords are anxious to make the grant of 5,000*l.* to the British and Foreign School Society for these purposes, and I am instructed to furnish you with the annexed resolutions of the Committee of Council, and to inform you, in reply to your inquiries, that, in order to obtain their lordships' sanction to this grant, it will be necessary that the Committee should furnish an estimate of the whole of the proposed expenditure for the erection of the model or training school, together with an account of the amount subscribed from private sources, and of the number of young persons or children intended to be educated in the institution. The general plan of the school, together with the rules and regulations to be adopted, must be laid before their lordships, who will further require that an account of the sums expended shall from time to time be submitted to them, and, before the actual issue of the grant from the public funds, a report that the monies derived from private sources are expended.

Persons duly authorized by the Privy Council will be appointed from time to time to inspect schools aided by public grants, for the purpose of seeing that the proposed arrangements towards which the public have been called upon to contribute are fully carried into effect, as well in the Normal and model schools of the British and Foreign School Society as in all others that may receive aid. The inspectors appointed for that purpose will not possess or claim any right to interfere with the religious teaching, and will not claim or exercise any authority as to the discipline and management of the school, otherwise than by reporting the result of their examination to the Committee of the Privy Council, so as to enable them to prepare annual reports to be laid before Parliament.

My lords require the observance of no other condition or engagement before the issue of the grant of 5,000*l.*

Having reference to the representations made by the Committee of the British and Foreign School Society to Lord John Russell on the 14th April, 1838, respecting the importance of a system of inspection, under the authority of a public board, to the welfare of the schools in connexion with that Society, my lords instruct me to state, that, concurring in these views of the Committee, they

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are willing to give as complete extension to the inspection of schools connected with the British and Foreign School Society as may be deemed desirable.

RESOLUTIONS OF THE COMMITTEE OF COUNCIL ON EDUCATION.

1st. Before any grant of money for the purpose of building a model or training school is sanctioned by the Committee, they will require that an estimate of the proposed outlay, an account of the proportion subscribed from private sources, and of the number of young persons or children to be educated therein, together with the general plan of the school and the regulations to be adopted, shall be laid before them. They likewise require that an account of the sums expended shall be submitted to them, and that before any such grant is issued the sum derived from private sources shall be actually expended.

2nd. The Committee will require, as an indispensable condition, that an inspector acting under their authority shall be enabled to visit every school to which any grant shall in future be made. Such inspector will not be authorized to examine into the religious instruction given in the school, but he will be directed to ask for such information as to the secular instruction and general regulations of the school as may enable the Committee to make a report to Her Majesty in Council, to be laid before both Houses of Parliament.

I have, &c.,
(Signed) J. P. KAY.

LETTER from HENRY DUNN, Esq., to the COMMITTEE of COUNCIL on EDUCATION.

British and Foreign School Society,
22nd May, 1841.

MY LORDS,

I AM instructed by the Committee of the British and Foreign School Society respectfully to lay before your lordships the accompanying Minute, and to express their hope that the request it contains may receive favourable consideration.

I have, &c.,
(Signed) HENRY DUNN, Secretary.

MINUTE.

At a Special Meeting of the General Committee of the British and Foreign School Society, held at the Borough Road on Friday the 21st May,

WILLIAM ALLEN, Esq., in the Chair,

IT was resolved unanimously, that the following Minute be respectfully forwarded to the Right Honourable the Lords Committee of Council on Education.

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The Committee have this day had before them a statement of the progress now made in the erection of the new Normal school, contracted for by Messrs. Thomas, Haynes, and Co., to be completed for the sum of 12,600*l.*; and finding from the report of the architect that the work now done amounts to upwards of 7,000*l.*, 5,500*l.* of which has already been paid, and being further informed that a large portion of the balance will shortly be required, beg respectfully to solicit from the Committee of Council the payment of the grant of 5,000*l.* (or such portion thereof as their lordships may deem right) to the treasurer of the Society on account of the same.

The Committee, in reference to their lordships' communication of the 10th November last, in which it is stated that their lordships will be prepared to give the 5,000*l.* "when the usual conditions of such grants are fulfilled," would respectfully submit whether that clause of the conditions on which grants have been usually made, viz., that which requires the *completion* of the building prior to the payment of the grant, might not, under the peculiar circumstances of the case, be in this instance, without impropriety, departed from.

In reference to the requirement of their lordships that satisfactory proof should be given of the validity of the title of site, the Committee regret to state, that, owing to the regulations of the Bridge estates of the city of London, the new lease of the ground granted by the court for 61 years cannot be formally given until the building is completed.

(Signed) HENRY DUNN, Secretary.

LETTER from J. P. KAY, Esq., to HENRY DUNN, Esq.

Committee of Council on Education,
Council Office, Whitehall, 12th June, 1841.

SIR,

THE Committee of Council on Education have had under their consideration the resolutions adopted at a special meeting of the General Committee of the British and Foreign School Society, on Friday, 21st May.

My Lords direct me, in reference to these resolutions, to inform you, that, understanding that works have been contracted for in the erection of the new Normal school which will occasion an outlay of 12,600*l.*, and that the work done is valued at upwards of 7,000*l.*, my Lords would have no difficulty in waiving a strict compliance with that part of the usual certificate which requires the completion of the building prior to the payment of the grant. Before, however, their Lordships give any directions to this effect, they deem it necessary that their counsel should be satisfied with the title of the site, and with the form and trusts of the lease by

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which it is to be held for the education of the children of the poor, and for other purposes connected with elementary education.

I am therefore to request that you will take immediate steps to furnish their Lordships with such information as may enable their Council to determine at what period the grant may be properly placed at your disposal.

I have, &c.,
(Signed) J. P. KAY.

LETTER from HENRY DUNN, Esq., to J. P. KAY, Esq.

MY DEAR SIR, Borough Road, 16th June, 1841.

THE enclosed is a copy of the document sent to us from the corporation; I trust it will be found sufficient.

I am, &c.,
(Signed) HENRY DUNN.

MARSHALL, Mayor.

A Common Council holden in the chamber of the Guildhall of the City of London, on Monday, the 1st day of June, 1840.

The Committee for letting the Bridge House Estates did this day deliver unto this Court a Report, in writing under their hands, on the memorial of the British and Foreign School Society, and for granting them an extension of their present term of premises in the Borough Road, which was read in these words:—

To the Right Honourable the Lord Mayor, Aldermen, and Commons of the City of London in Common Council assembled.

We, whose names are hereunto subscribed, your Committee for letting the Bridge House Estates, certify, that by order of this Honourable Court of the 13th day of February last it was referred to us to examine the allegations contained in the memorial of the treasurer of the British and Foreign School Society for an extension of term in a plot of ground, with the messuages or tenements, school-house and other buildings, thereupon erected, situate on the south side of the Borough Road in St. George's Fields, demised to Sir John Jackson and others for 61 years from Midsummer, 1816, at the clear yearly rent of 30*l*. We referred the same to the Sub-Committee, who have since reported that they had reviewed the premises, and had been attended by the memorialists, who were heard on the subject of the memorial, and stated their intention to take down the present dwelling-house belonging to the

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establishment, and erect upon the site thereof, and ground adjoining, buildings of a much larger and more extensive description than those now standing upon the same ground, and also to purchase the interests of the under-lessees in the houses adjoining the institution; and, with a view of taking the same down, and erecting upon the site thereof a large and complete female establishment, and to enable the memorialists to accomplish these desirable objects, and thereby extend the utility and advantages of the institution, they requested an extension of the existing term, at the same rent; and the Sub-Committee, having fully considered the subject, were of opinion that upon a surrender being duly made of the existing lease of the piece or parcel of ground, with the messuages, tenements, school-houses, or other buildings thereupon erected, situate on the south side of the Borough Road in St. George's Fields, a new lease of the said premises should be granted to the memorialists for 61 years from Midsummer Day, 1840, at the clear rent of 30*l.*, payable quarterly, clear of all taxes, subject to condition to take down such of the buildings now standing upon the ground as the memorialists should deem expedient, and to erect in lieu thereof other good and substantial brick buildings, agreeably to a plan and specification to be approved by and to the satisfaction of the Committee and the clerk of the works, and under the usual covenants; and we, agreeing with the Sub-Committee in their opinion, submit the same to the judgment of this Honourable Court.

Dated this 23rd day of April, 1840.

ALEXANDER GALLOWAY, Chairman.

JOHN BRITTEN.	THOMAS LOTT.
WILLIAM KNOTT.	SAMUEL RIDLEY.
JOHN WOOD.	ROBERT CORSER.
GEORGE CHILD.	

And a Motion was made; and a question being put, that this Court doth agree with the Committee in the said Report, the same was resolved in the affirmative, and it is referred back to the said Committee to carry the same into execution.

WOODTHORPE.

LETTER from J. P. KAY, Esq., to HENRY DUNN, Esq.

Committee of Council on Education,
Council Office, Whitehall, 19th June, 1841.

SIR,

THE Committee of Council on Education, having referred the lease of the premises belonging to the Bridge House trustees in the Borough Road to their Counsel, are advised by him, that as this deed has been exhibited in Chancery some account should be given to their Lordships of the suit; I am therefore to request that

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you will furnish me with such a statement of this matter as may enable Counsel to determine in what way it affects the lease.

Their Lordships' Counsel wishes further to be informed whether there is not some Act of Parliament which regulates the mode of the granting of the leases of the Bridge House Estates, and requests you will inform him what this act is.

He is not prepared to object to the form of the lease, but advises their Lordships that a proper declaration of trusts should be set forth in any renewal of the lease, and that for this purpose the form of these proposed trusts should be submitted to their Lordships for their approbation.

I have, &c.,
(Signed) J. P. KAY.

LETTER from Messrs. VANDERCOM and Company to J. P. KAY, Esq.

SIR, Bush Lane, 22nd June, 1841.

WE beg leave to inform you that the Committee of the British and Foreign School Society have referred to us, as Solicitors to the Society, your letter of the 19th instant, addressed to their secretary, Mr. Dunn, and have requested us to furnish the information required by the Committee of Council on Education as to the nature of the suit in which the lease of the Society's premises in the Borough Road appears to have been exhibited in the Court of Chancery.

In compliance with this request we have therefore to state that the suit in question related exclusively to a bequest made by the late George Dawe, Esq., the R.A., of his residuary estate, for the benefit of the British and Foreign School Society, and that, in consequence of some informality in the terms of that bequest, a question arose as to the identity of the society intended, and as to the parties entitled to receive the bequest; for the purpose of evidencing which facts only the lease in question was produced and given in evidence in the suit referred to; and we are enabled to state distinctly that the suit in question (the proceedings in which we shall be happy to produce if deemed necessary) does not in any respect affect or relate to the Society's title to the premises in the Borough Road; as to which we may further add, that the title-deeds of the Society have always been in our possession as solicitors to the Society from the time the lease was granted to the present time—that we are, as we believe, fully conversant with all the legal transactions of the Society, and that there is not, to our knowledge or belief, any defect of title, or charge or incumbrance affecting the Borough Road property.

We have, &c.,
(Signed) VANDERCOM, COMYN, CREE, LAW, and COMYN.

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LETTER from J. P. KAY, Esq., to Messrs. VANDERCOM and Company.

Committee of Council on Education,
Council Office, Whitehall, 28th June, 1841.

GENTLEMEN,

I AM directed by the Committee of Council on Education to request that you will have the goodness to inform their Lordships, in addition to the information already furnished, whether the Bridge House Estates are regulated by any Act of Parliament.

I have, &c.
(Signed) J. P. KAY.

LETTER from Messrs. VANDERCOM and Company to J. P. KAY, Esq.

Bush Lane, 2nd July, 1841.

SIR,

IN reply to your Letter of the 28th ultimo, in which you desire to be informed, for the information of their Lordships the Committee of Council on Education, whether the Bridge House Estates of the Corporation of London are regulated by any special Act of Parliament, we beg to state that we have made inquiry on the subject, and are informed that there is no Act of Parliament regulating the Bridge House Estates, but that the affairs of that portion of the estates of the Corporation are managed by a Committee of the Court of Common Council, usually styled the Bridge House Committee.

We have, &c.
(Signed) VANDERCOM, COMYN, CREE, LAW, and COMYN.

LETTER from J. P. KAY, Esq., to HENRY DUNN, Esq.

Committee of Council on Education,
Council Office, Whitehall, 17th July, 1841.

SIR,

I HAVE the honour to transmit herewith the counterpart of the agreement entered into between the Committee of the British and Foreign School Society and myself, on behalf of the Committee of Council on Education, which has been duly signed and attested.

I am, &c.
(Signed) J. P. KAY.

COPY of AGREEMENT to return 5,000*l.* in the event of the Normal and Model School of the British and Foreign School Society not being completed within three years, and a lease not being obtained containing trusts satisfactory to the Committee of Council.

Memorandum of Agreement made and entered into this tenth day of July One thousand eight hundred and forty-one, between

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William Allen, Esq., Robert Forster, Esq., Thomas Norton, junior, Esq., Joseph Talwin Foster, Esq., and John Corderoy, Esq., of the first part, and James Phillips Kay, Doctor of Medicine, on behalf of the Lords Commissioners of Her Majesty's Treasury, of the second part. Whereas the Committee of the British and Foreign School Society have applied to the Education Committee of the Privy Council for assistance out of the Parliamentary funds for the purposes of education, to enable the said Committee to carry into execution certain new buildings now about to be erected upon land held by the trustees of the said school under a lease heretofore granted by the Corporation of the City of London; and whereas a great part of such lease being now expired application hath been made to the said Corporation for a renewal of the said lease, and the said Corporation have passed a resolution to the effect that a renewal of the said lease for a term of sixty-one years shall be granted when the projected new buildings shall have been completed; and the said Committee of Council, with the view of enabling the said Society to complete the same, have recommended the Lords Commissioners of Her Majesty's Treasury to grant the sum of five thousand pounds, out of certain money heretofore voted by Parliament for the purposes of education, to the said school, upon receiving the undertaking and agreement hereinafter set forth: now, in consideration of the said sum of five thousand pounds so to be advanced by the said Lords Commissioners, upon the advice of the said Committee, to the said British and Foreign School Society, we the said William Allen, Robert Forster, Thomas Norton, junior, Joseph Talwin Foster, and John Corderoy, being members of the Committee of the said British and Foreign School Society, individually and personally, and not as members of the said Committee only, do hereby jointly and severally undertake, promise, and agree with the said James Phillips Kay, on behalf of the said Lords Commissioners, and the said Committee of Council, that if within the space of three years from the date hereof the said buildings shall not be completed, and the lease renewed by the said Corporation, for such term as aforesaid, upon the trusts and conditions to be approved of by the said Committee of Council, we will pay to the said James Phillips Kay the sum of five thousand pounds, when thereunto required, for and on account of the Lords Commissioners of the Treasury for the time being.

(Signed) Wm. Allen.
Robert Forster.
Thos Norton, junior.
Joseph T. Foster.
John Corderoy.

Witness,
Henry Dunn.

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LETTER from the Hon. and Rev. HORACE POWYS to the COMMITTEE of COUNCIL on EDUCATION.

MY LORDS, Rectory, Warrington, 9th November, 1841.

THE Chester Diocesan Board of Education prays for immediate assistance in completing its Training College for teachers. The circumstances under which such aid is sought are peculiarly pressing, and the Board has deputed me to lay before the Privy Council a Memorial containing a statement of the grounds on which it rests its claim for a share of the Parliamentary grant.

At the outset of its proceedings (7th March, 1839) the Chester Board determined to grapple with difficulties which it foresaw, and so to frame its scheme of operation that, if it were blessed with success at all, that success should be co-extensive with the diocese—permanent, and of indisputable as of perpetually increasing benefit. It undertook the duties imposed upon it at a time when the public seemed to be more intent on counting the number of schools, and of scholars said to be in them, than of bestowing much care on the question whether a really sound and useful education was or was not imparted. Acting on information which it took care to verify, the Chester Board resolved upon undertaking the much needed work of *improving* as well as of extending the means of instruction; it foresaw that no effectual or permanent good would be done, unless the character of the profession of school teachers, and the qualifications of those who followed the profession, were materially raised. Hence, while it did not lose sight of the great importance of inspection, and of collecting correct statistical information of every kind, and while it undertook the formation of a limited number of model schools in various parts of the diocese for illustrating the most approved modes of teaching, it made a training school for the education of teachers the first object of interest and exertion. Hence it foresaw that unless such an institution were managed by persons of more than ordinary talent, and unless it were founded on a scale somewhat approaching to the probable requirements of the diocese, the establishment would be a comparatively useless institution: hence the Board offered at once a good salary for a training principal, whom they placed in a large hired house, and withheld from him nothing that was considered to be essential to success in the management of his charge.

The result of such a course is now partially evident: Chester was one of the last dioceses which formed a Board of Education at the call of the National Society; it is believed that no other Board has now collected so large a mass of accurate statistical information; none is carrying on, without any extraneous assistance, so extensive and minute an inspection of its parochial schools, and none can turn to its Training School, and state this fact, that it is full to overflowing of promising young pupils, without the power of admitting candidates who are waiting for admission.

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It was evident, however, from the first, that no hired house could be made sufficiently commodious for the requisite number of pupils, while the expense of the establishment, on a contracted scale, would be equal, or nearly so, to the cost of a more extended institution, and that it would moreover absorb a larger share of the annual income of the Board than many of its voluntary supporters would approve of: hence the Board resolved upon erecting a building which would accommodate at least fifty boarders as teachers, while the advantages of the institution should be extended to an equal number of resident pupils from the middle class of society, out of whose payments a small profit should be secured for the general maintenance of the establishment.

In accordance with the above resolution, plans and estimates were obtained, and a building committee appointed by the Board to carry its intentions into effect.

The first cost of the undertaking was estimated at 10,000*l.* (site for building and furniture inclusive), of which 4,902*l.* 8*s.* 11*d.* was subscribed during last year.

Under the expectation that aid would be obtained from the Incorporated National Society, and from the Privy Council Board of Education, the building committee proposed, and the Diocesan Board agreed, that contracts should be entered into with certain builders, whose tender for the erection of the institution amounted to 6,800*l.* 9*s.* 7*d.* The Board is now liable for this sum, together with other incidental expenses amounting to 1,366*l.* 12*s.* 9*d.*, and to complete the works in hand (furniture and school requisites inclusive) the gross balance of 5,000*l.* is wanted.

Part of this deficiency will no doubt be supplied by the diocese in course of time, when the removal of mercantile and manufacturing distress affords the Board a proper opportunity of soliciting further contributions, but in the mean time it is absolutely necessary that money should be obtained to meet the payments as they become due to the contractors.

Application was made to the Privy Council Board of Education for assistance during the past year, and from the official reply (dated 7th August, 1840, $\frac{4\,9}{3\,3\,1\,5}s$), in which the propriety is admitted of assisting "in the erection of such training schools out of the public funds for the promotion of elementary instruction," the Board felt itself justified in anticipating assistance so soon as the numerous claims previously laid before their lordships were disposed of.

The above is a brief statement of the leading facts connected with the formation, proceedings, and present position of the Chester Diocesan Board.

As regards its future prospects, the pecuniary difficulties which it has to overcome seem to be the only obstacle to its complete and permanent success, and much, if not everything, just now depends on the decision which your lordships may form upon its claims for immediate assistance. The rejection of its prayer would

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probably have the effect of disheartening its supporters, and force the building committee to make the best terms they can with the contractors, and stop the works, now rapidly progressing; and this necessary step on the part of the building committee would ensure, sooner or later, the dispersion of the present temporary establishment, while a liberal grant towards the amount required would have the effect of stimulating the diocese to further and successful exertion in raising the requisite funds for completing the permanent institution.

In deciding upon the application, my Lords will please to observe that the diocese of Chester contains a population of upwards of two millions of souls, notoriously ill provided with the means of education; also that the Diocesan Board has taken considerable pains to ascertain what is the effect produced by such an education as has been already partially provided, and is striving to the utmost of its power to procure a remedy for the existing deficiency, both in the quantity and quality of the instruction given. It is on the ground of a careful and extensive investigation that the Board is now prepared to assert the fact, that, while there is a lamentable deficiency in the means of instruction, there is enough to account for the difficulty in supplying it, by reason of the little good which it has hitherto produced, for want of persons who are "meet as well for their learning and dexterity in teaching, as for honest and sober conversation, and also for right understanding of God's true religion."

It is under such circumstances that the Board has now to determine whether it can or cannot proceed in the work, which hitherto has advanced satisfactorily in every way, save one. Before the determination is formed, the Privy Council is appealed to, and it is hoped that the appeal will be attended to.

The Board has resolved not to burden itself with liabilities from which it cannot see a way of escape. Its building funds will be exhausted when the next quarterly payment of what will be due to the contractor is made; and unless there is a reasonable prospect of assistance from some quarter before such payment is made, arrangements *must* be entered into with the contractor, and the building committee freed, probably at considerable loss, from the liabilities which are already incurred.

My Lords will be pleased likewise to observe that the pecuniary outlay which the Chester Board has made and proposes to make is not such as to increase *annual* expenditure, and so perpetuate existing difficulties; on the contrary, the most accurate calculations that can be made by experienced persons have been made, and it is confidently anticipated that when the training establishment is complete it will be nearly independent of public subscription. The calculations in detail on which this statement is based will be forthcoming, if required.

With the assurance that any further information which the Privy Council Board of Education shall call for will readily be

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supplied, and anxiously awaiting an early reply to the above requisition,

I beg to subscribe myself, &c.
(Signed) HORACE POWYS, Hon. Sec.

LETTER from J. P. KAY, Esq., to the Hon. and Rev. HORACE POWYS.

Committee of Council on Education,
REVEREND SIR, Council Office, Whitehall, 29th December, 1841.

THE Committee of Council on Education have had under their consideration the application made to the Lord President by the Chester Diocesan Association for a grant in aid of the expenses of erecting their Model and Normal School at Chester.

My Lords have been strongly disposed to grant assistance to the committee of the association, but as the parliamentary grant is applicable solely to the improvement and extension of elementary education, my Lords have felt it necessary to inquire into the constitution of the Model or Normal Schools, in order to determine on what conditions their grant could be made consistently with the objects proposed to be effected by the money appropriated by Parliament to the promotion of education in Great Britain.

I am directed to inform you that my Lords have determined to grant the sum of 2,500*l.* (two thousand five hundred pounds) in aid of the expenses incurred in the erection of the Model and Normal School at Chester, on conditions which you will find described in the annexed minute. I am to request you to submit to the committee of the Diocesan Association this letter and the accompanying minute, and to inform me whether the committee are disposed to accept their Lordships' grant on these terms.

I have, &c.
(Signed) J. P. KAY.

COPY OF MINUTE.

The Committee read and took into consideration the correspondence of the Secretary of the Chester Diocesan Association with the Lord President, relative to a grant towards the completion of a building for their intended Model and Normal Schools at Chester.

Their lordships' secretary likewise related the results of personal communications, which, by the direction of the Lord President, had taken place between himself and the Bishop of Chester and the Honourable and Reverend Horace Powys, the secretary of the Chester Diocesan Association.

It appears that the buildings will cost 10,000*l.*, nearly 5,000*l.* of which sum had been locally subscribed, and that 5,000*l.* are wanted to complete the structure.

Resolved,

That 2,500*l.* be granted towards the expenses of erecting that portion of the building which is to be appropriated as an ele-

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mentary school for the children of the poor of the city of Chester, and for the education of schoolmasters of elementary schools for the children of the labouring classes in the diocese of Chester, on the following conditions; viz.:

1st. That at least 2,500*l.* be raised by the Diocesan Association in addition to the money already subscribed towards the erection, and that the building be finished, conveyed to trustees, the deed enrolled, and all expenses incurred by the purchase of the site and the execution of the building defrayed (excepting what will be covered by this grant), before the said sum of 2,500*l.* be paid.

2nd. That the draft of the trust-deed be submitted to their lordships, for the examination of their Counsel, before it is executed; the building and site to be thereby conveyed to Trustees, first, for an elementary school for the children of the poor, to be regarded as a Model school; and, second, for the school for the education of masters for elementary schools for the children of the poor, to be regarded as a Normal school; and, third, as subsidiary to these objects, for a Middle school for the education of the middle classes, which middle school shall be removed from the building, or discontinued by the Trustees, whenever the state of their funds enables them to appropriate the building solely to the elementary Model School and to the Normal School.

3rd. That an elementary model school for the children of the poor be conducted in the present building, until, if necessary, some building more commodious for that purpose can be erected on the present site.

4th. That the inspection of the school by Her Majesty's Inspector be secured by the trust-deed.

LETTER from the Hon. and Rev. H. POWYS to J. P. KAY, Esq.

SIR, Rectory, Warrington, 20th January, 1842.

As secretary to the Chester Diocesan Board of Education, it is my duty to inform you that the following resolution was passed by the Board on the 30th December last, after considering the terms proposed by the "Committee of Council on Education," as conditions on which a grant of 2,500*l.* (two thousand five hundred pounds) was made to depend.

"That the Board accept their lordships' grant on the terms proposed, and that the Honorary Secretary be directed to prepare a statement of the existing requirements and prospects of the Board, and communicate with the secretaries of the local Boards severally as to the best means of meeting the conditions of the Privy Council respecting the additional money to be raised in the diocese."

I remain, &c.

(Signed) HORACE POWYS.

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No. 5.

MEMORIAL to the COMMITTEE of COUNCIL on EDUCATION, and likewise PETITION to PARLIAMENT, from the MEMBERS of the SINGING SCHOOL for SCHOOLMASTERS and SCHOOLMISTRESSES at EXETER HALL.

To the Right Honourable the Lords of the Committee of Council on Education.

The Memorial of the Members of the Singing School for Schoolmasters and Schoolmistresses at Exeter Hall,

Showeth,

That the whole of your Memorialists, nearly 300 in number, are schoolmasters or schoolmistresses or teachers of day schools or Sunday schools for the children of the working classes in the metropolis and its vicinity.

That during the last six months your Memorialists have assembled twice weekly in classes at Exeter Hall, to be instructed by Mr. Hullah in vocal music, on the method of Wilhem, under the sanction and immediate patronage of your lordships.

That the said classes have been conducted nearly through the volume of *elementary lessons in vocal music*, which is published by your lordships' authority, and that it is hoped that at the close of the course of instruction Mr. Hullah will be able to award to the whole of the schoolmasters, schoolmistresses, and teachers who have been in attendance certificates of competency to instruct the children in their several schools.

That it is anticipated that at least 50,000 of the children of the working classes in the metropolis and its vicinity will, in the ensuing year, be receiving from your Memorialists instruction in vocal music upon the method which has been published by your lordships for the use of elementary schools.

That the cultivation of music in elementary schools has in no respect a prejudicial influence on the proficiency of the children in other departments of instruction, but that, on the contrary, the experience of your Memorialists enables them to assure your lordships that the cultivation of music has a very beneficial influence upon the moral and mental characters of the children, that it improves the tone and discipline of schools, and promotes the services of instruction in all the ordinary elements.

That your Memorialists are also enabled to state that the beneficial influence which arises from this source is by no means confined to the school, but the cultivation of music is an important agent for the moral elevation of the whole working classes; and that, without expecting from music those results which religion alone can produce, your Memorialists are convinced that it is difficult to overrate the advantage of presenting to the poor an

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innocent and ennobling recreation which is calculated to allure them from degrading pleasures.

That your Memorialists entertain a lively sense of the advantages which they have personally derived from Mr. Hullah's instruction under the patronage and authority of your lordships, and they gratefully acknowledge their increased efficiency as agents for the improvement of the working classes.

That your Memorialists, however, perceive that the knowledge of music which they have as yet attained is not more than your lordships intend to be communicated to children in elementary schools; and to teach these elements efficiently it is necessary that the teachers should be possessed of a more extensive acquaintance with vocal music than the first course of sixty lessons can impart.

That your Memorialists are therefore desirous to be permitted to enter upon a further course at Exeter Hall, under Mr. Hullah's instruction, and the sanction and direction of your lordships.

That towards the expenses of this course your Memorialists are prepared to contribute according to their means.

That your Memorialists also unite in representing to your lordships the importance of establishing, in different parts of the metropolis, schools wherein the working classes, and the apprentices and foremen of shops and handicraft trades, may receive instruction in singing, and thus acquire the means of innocent and useful recreation.

That your Memorialists are desirous, as far as they are not prevented by other engagements, to assist in the establishment of these singing schools, by procuring for them (where practicable) the use of their school-rooms, and by rendering their services as instructors under the direction of some competent leader.

That your Memorialists conceive that if your lordships were disposed to sanction and approve the establishment of the schools, the working men themselves would gladly resort to them, and would contribute small payments towards their support.

That your Memorialists hope that they are not too sanguine in expecting some aid may be afforded them from the Parliamentary grant, to enable them to organize and efficiently conduct these schools under the sanction and direction of your lordships.

And your Memorialists therefore humbly pray, that your Lordships will be pleased to sanction and authorize the opening of a further course of lessons in the singing school for schoolmasters and schoolmistresses at Exeter Hall, and the establishment of district singing schools for the working classes, and also to make, from time to time, such grants of money in aid of these objects as to your lordships may seem reasonable and expedient.

And your Memorialists will ever pray, &c.

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Petition to both Houses of Parliament from the Members of the Classes established at Exeter Hall, under the sanction of the Committee of Council on Education.

To the [Right Honourable the Lords Spiritual and Temporal], [Honourable the Commons of the United Kingdom of Great Britain and Ireland,] in Parliament assembled.

The humble Petition of the Pupils of the Classes instructed at Exeter Hall under the sanction of the Committee of Council on Education,

Showeth,

That your Petitioners are deeply interested in the improvement of elementary education; that many of them are schoolmasters or schoolmistresses in the elementary schools, or teachers in Sunday schools, in the metropolis or its vicinity; that others are managers or subscribers to the support of elementary day schools or Sunday schools; and others, mechanics, shopmen, or workmen, to whom, for themselves and their children, the improvement of elementary education is an object of the greatest importance.

That on the 1st February, 1841, classes were opened in Exeter Hall under the sanction of the Committee of Council on Education, for instruction in singing.

That during the remainder of that year 400 schoolmasters and schoolmistresses of elementary schools were conducted by Mr. Hullah through the volume of elementary lessons in vocal music, published by authority of the Committee of Council on Education, and the majority received from Mr. Hullah, at the close of this course, certificates of competency to teach singing to the children in their schools on the method of Wilhem: That it is computed that not fewer than 50,000 children of the working classes of London are receiving instruction in singing from the masters and mistresses who obtained certificates at the close of the first year's course in Exeter Hall.

That such of your Petitioners as are schoolmasters or schoolmistresses can testify, from personal experience, that the cultivation of vocal music in elementary schools tends to refine the manners of the children, to develope their affections, and to elevate their thoughts; that it improves the order of the schools, while it diminishes the rigour of the discipline, and thus promotes the progress of the children through the ordinary elements of other branches of instruction.

That the artisans, shopmen, handicraftsmen, and workmen of London are daily becoming more desirous of availing themselves of the instruction in these singing classes, and your Petitioners are confident that your lordships will not be indifferent to the diffusion of a means of innocent and ennobling amusement among the great body of the middle classes and labouring population of the metropolis. Your Petitioners are, moreover, sensible that these classes have given a strong impulse for the acquisition of

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elementary knowledge, not only in vocal music, but in other and more important matters.

That it appears from the published minutes of the Committee of Council, that their lordships have been desirous to promote the improvement of elementary education in this country, by enabling the masters and mistresses to avail themselves of the aid of other methods (besides those already in use) of teaching the common matter of instruction in elementary schools; and that for this purpose their lordships, besides Wilhem's method of teaching singing, intend to render available to masters and mistresses methods of teaching to read and write, of giving instruction in arithmetic, and of teaching the drawing of elementary forms from models.

That the success of the method of teaching vocal music has become so remarkable that your Petitioners are desirous to be instructed in the other methods which their lordships may be disposed to place within the reach of schoolmasters and schoolmistresses of elementary schools.

That classes have been formed for instruction in a method of teaching to write, in a method of teaching arithmetic, and in a method of teaching the drawing of elementary forms from models.

That these classes have been attended by 750 pupils. That the applications for admission to all the classes are numerous, and constantly increasing, and the directors have consequently announced their intention to open new classes, which will probably assemble in a few days.

That the schoolmasters and schoolmistresses, who attend the classes, belong to all the descriptions of elementary schools, and that they all eagerly avail themselves of the opportunity of acquiring a knowledge of those methods of teaching the children of the poor the common matter of their education. That the mechanics, shopmen, and others who attend the classes for self-improvement are fully sensible of the advantages which these methods afford them in the acquisition of knowledge.

That the total number of pupils who have attended these classes from the 1st February, 1841, to the present day, is 3,350.

That these various classes have necessarily been conducted at great expense to the Directors, who have rented the largest and most convenient building in London for five nights in every week, and have engaged masters of the greatest skill and experience, besides providing your Petitioners with every requisite convenience and attendance.

That every member of a class pays a contribution, which, although considerable when regarded as the payment from a schoolmaster or working man, is yet small in proportion to the cost of his instruction.

That some subscriptions have been received from the friends of elementary education, and the Directors have obtained from one great choral meeting a further increase of their income, and they

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are about to hold another. But the united funds derived from these several sources are not nearly sufficient for the maintenance of so large an establishment, and that consequently a heavy burden will fall upon those individuals who, without any view to their own profit, have set afoot and directed this great institution.

That under these circumstances your Petitioners cannot but feel that these efforts, so successfully commenced, must be reluctantly abandoned.

That, in anticipation of a result so disastrous to themselves, the members of the singing classes, at the close of 1841, presented to the Committee of Council on Education a Memorial, praying their Lordships to grant to the directors of the schools at Exeter Hall some pecuniary assistance from the Parliamentary grant for education, in order that these classes might be efficiently conducted, under the sanction and direction of the Committee of Council on Education.

That your Petitioners are very sensible of the advantages they have derived from the sanction and approval which the classes at Exeter Hall have received from the Committee of Council, from the advice of their officers, and from the judicious superintendence of their proceedings, and they are desirous still to avail themselves of those advantages; but they regret that their lordships are not enabled, by the terms upon which the Parliamentary grant was placed at their disposal, to afford the Directors any assistance towards the great expenses attending the instruction of so large a body of persons superintending and connected with the elementary education of the metropolis.

Your Petitioners would represent to your lordships, that the annual expenses of conducting this great institution would be diminished if the Directors were enabled to erect a suitable building, and thereby to avoid the great charge which is at present incurred for rent.

Your Petitioners therefore humbly pray, that your lordships will be pleased to approve of such an alteration in the terms of the annual grant for the promotion of education in Great Britain as will enable the Committee of Council on Education to appropriate a sufficient sum of money in aid of the expenses of conducting the classes now held in Exeter Hall, and towards the provision of a suitable building for these schools. And your Petitioners will ever pray.

No. 6.

MEMORIAL from the ARCHIDIACONAL BOARD of EDUCATION of the County of BUCKINGHAM.

MY LORD, Aylesbury, 4th May, 1842.

We are directed by the Archidiaconal Board of Education of the County of Buckingham to forward to your Lordship the

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accompanying Memorial, and to request that your Lordship will have the kindness to lay it before the Committee of Privy Council on Education, and pardon the liberty we have taken in sending the communication immediately to your lordship.

We have the honour to be, &c.

(Signed) J. HARRISON,
A. ISHAM,
Hon. Secretaries.

The Right Hon. the Lord President of the Council.

COPY OF MEMORIAL.

To the Right Honourable the Committee of Privy Council on Education.

The Memorial of the Archidiaconal Board of Education of the County of Buckingham.

Your Memorialists have been gratified by the reported success of Mr. John Hullah in teaching vocal music.

Your Memorialists trust that they shall be pardoned for venturing to suggest the importance of your taking into consideration the state of religious music in village churches. The design of your most honourable Council, "to these will succeed such religious music as it may be deemed desirable to furnish for the use of elementary schools," (Preparatory Minute, p. 8,) would be rendered comprehensive by instructing Mr. John Hullah to harmonize for three or four voices the most appropriate and deservedly popular psalm tunes, and publish them in numbers at a low price, under the special patronage of your Committee, ostensibly for schools, and with the ulterior view of promoting suitable congregational psalmody. The expectation of benefit from the instruction of the young in vocal music is likely to be disappointed through the subsequent influence of tasteless musical works, and the absurd pretensions of existing village choirs. The apprehension of this evil might be removed, if the tunes hereafter to be published for schools were adapted to the use of congregations, and it were sought to perpetuate the fruit of his labours among the adult population of the United Kingdom by means of simple psalmody.

Signed on behalf of the Memorialists,

JOHN COKER,
Chairman.

3d May, 1842.

LETTER from the LORD PRESIDENT to the Reverend Messrs. J. HARRISON and A. ISHAM.

Gentlemen, Council Office, 6th May, 1842.

I BEG to acknowledge the receipt of your joint letter of the 4th instant, together with the Memorial from the Archidiaconal Board of Education of the county of Buckingham, which I will not fail to submit to the Committee on Education.

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In the mean time you will oblige me by informing that Board that it is in contemplation to publish music of the description to which their Memorial refers, and I will take care to draw Mr. Hullah's attention to the suggestion made in the Memorial.

I am, &c.

(Signed) WHARNCLIFFE.

No. 7.

LETTER from the SECRETARY of the LEICESTER ARCHIDIACONAL BOARD to J. P. KAY SHUTTLEWORTH, Esq.

SIR, New Walk, Leicester, 7th June, 1842.

From being connected, either directly or indirectly, with several educational committees for some years past I have had many opportunities of observing the state of elementary education for the lower classes of society, both in town and in many parts of the county; and I am now bound to say, which I do with deep regret, that my attention has been often forcibly directed to the very defective state of such education, both with regard to its quantity and quality, in our national, parochial, and village schools.

It was with a view of remedying this evil that the Leicester Archidiaconal Board of Education was formed about three years since, to which I have been for more than two years an honorary secretary. It is now universally admitted that this Board has, according to the means placed at its command, effected much good, for it has infused a principle of life and energy into the educational system, improved its machinery, enlarged the sphere of its operations, and guided it in the right course.

One great object of the Board has been to improve the existing state of education, as being one of the most efficient means of extending it; the Board therefore directed its attention to the best means of making the present masters more efficient: very few of them are qualified, so far as their own education and their knowledge of conducting schools are concerned, to fulfil their duty with credit to themselves, and satisfaction to the clergy, and other school managers generally.

It was very soon discovered that the masters themselves were fully aware that they greatly needed improvement, not only in their own education, very few of them knowing anything of arithmetic (beyond the simplest rules), of geography, English grammar, vocal music, &c.; but at the same time I am happy to state, that, with very few exceptions, they manifest an anxious desire to improve themselves. Finding such to be the case, I tried last summer to make arrangements for as many of them as could make it convenient to attend, during the harvest, at one of the best schools in Leicester, for the purpose of increasing their own education, and of improving themselves in the manner of conducting a school efficiently, but I was prevented from carrying those arrangements into effect, principally from the want of funds.

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It being impossible to accomplish this object, which to many as well as myself appeared very desirable, and being determined to do everything in my power to make our schoolmasters better qualified for their important office, I advised the Board to apply to the National School Society for the services of a very efficient organizing master to be sent, under the direction of the Board, to some of our largest schools, for the purpose of both introducing some of the more recent and generally approved methods for promoting order, discipline, punctuality, and regularity among the children, and of instructing the masters in school management generally. The Board adopted my suggestion, and the National Society, with its accustomed promptness and liberality, sent such a master, with the kind offer, that, as the annual income of the Leicester Board was very small, when compared with the magnitude and importance of its object, the society would pay one-half of his salary; the Board most thankfully received this liberal offer, and promised to pay the other half, and travelling expenses. Had not this arrangement been made to meet the salary and other expenses of the organizing master, I do not think that two schools could have accepted his services; for their poverty is such, that it was with the greatest difficulty they could provide the necessary school materials in order that he might improve those schools.

He had not long entered on his duties before those benefits became so apparent and so duly appreciated, not only by the clergy and school managers, but by schoolmasters generally, that numerous applications from different parts of the county were made to the Board for his services. From this arrangement schoolmasters have become more alive to the great necessity and practical benefit of a better state of education and school discipline than they now possess; and they have, in many cases, expressed their anxiety for improving themselves, *if any means can be devised for it.*

Such being the case, I shall now endeavour to make arrangements to form a class of masters and mistresses *from any Church of England schools, whether in connexion with the Leicester Archidiaconal Board or not,* which shall remain here during the harvest, because at that season most of our schools are either closed or almost deserted, that the children may either assist in getting in the harvest, or that they may glean corn in the fields.

While they remain here they will, by the kind permission of the Rev. A. Irvine, vicar of St. Margaret's, have the advantage of attending for practical purposes one of his schools, which may justly be called a good model school: it is in a very efficient state of order and discipline, and well adapted to give further instruction to such masters and mistresses. That every possible facility may be given to them for learning the most approved methods of practically conducting schools, the National Society will send one of their best masters to superintend their instruction at the model

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school. It is proposed also to make such arrangements that they may have the benefit of attending lectures to be delivered purposely for them, and suited to their capacities and circumstances, on the theory and practice of school discipline, writing, arithmetic, English grammar, &c.

I have given this subject my attention in all its bearings, and I am convinced of its practicability and benefit if the necessary expenses can be provided, which, at the lowest calculation, and on the supposition that only twenty masters and mistresses from the county join the class, and remain but five weeks, would amount to 45*l.*; for the masters and mistresses must, each of them, have at least 5*s.* per week, towards paying for board and lodging while they remain here, because such is the smallness of their salaries, to say nothing of what they would lose by not working in the harvest fields during that season, that they could not possibly pay the whole expenses for their board, lodging, &c.; and the salary of the training master, and other necessary expenses, would be 20*l.*; but if more than twenty should come for the purposes I have stated, (I have very strong grounds for believing that more would do it,) and remain for six weeks, then the expenses would be greatly increased.

But, besides those arrangements for the improvement of masters and mistresses, it has been strongly advised by the Leicester Board, that two classes should be formed to be instructed in singing on Mr. Hullah's system; that one of the classes should consist of children in the first class of *any Church of England School, whether in connexion with the Board or not,* and that the other should consist of teachers in such schools, and singers in any church or chapel of the Established Church, who could bring a written recommendation from their respective ministers.

I am happy to inform you that I had the honour of bringing this subject under your consideration through the Reverend John Sinclair, Secretary of the National School Society. I have found an increasing desire, not only among the teachers and their children, but also among the clergy and other managers of schools in the Established Church, that singing classes should be formed as soon as the necessary arrangements can be made and funds provided. I am also happy to inform you, that, after experiencing great difficulties, which you well know, I have found a proper master to undertake the formation and instruction of the singing classes. He has been very highly recommended to me, both on account of his moral character and professional abilities, qualifications, and experience. He has been four years organist at Loughborough Church (about eleven miles hence in the direct line of the Midland Counties Railway), and is teacher of singing in some of the first families in this town and county. He is the son of Cramer, the celebrated violin player, and one of Mr. Hullah's certified pupils. He has offered to give the whole of Mr.

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Hullah's course of sixty lessons, one hour each, or forty lessons one hour and a half each, to each of the classes for 30*l.*; the expenses of a proper room and other unavoidable expenses will amount to nearly 10*l.* more, making the whole expense for the singing classes nearly 40*l.* Hence the least expense that would be incurred in carrying out both the plans which have been stated would amount to 85*l.* The Leicester Board and the National Society will pay 35*l.* towards the expense; there will remain a deficiency of 50*l.* I have now honestly, yet I fear very imperfectly, laid before you the plans which I am intrusted to carry out.

Permit me to assure you that there is but very little, if any, hope of receiving any pecuniary assistance, besides that which I have stated, from any quarter, unless my Lords "the Committee of Council on Education" should approve of the plans stated, and render liberal assistance towards their being accomplished. If they should be disposed, which I sincerely trust they will be, thus to act, I will then, according as they shall advise, either as a clergyman deeply interested in promoting the elementary education of the poorer classes, especially of the members of the Established Church, or in my office as honorary secretary of the Leicester Board of Education, make the preliminary and necessary arrangements for carrying out the plans stated, and do anything in my power to render them effective for the accomplishment of the greatest possible benefit. I will not here venture to hint at the great benefits, even in a national point of view, that are likely to arise from the completion of those plans, for you are conversant with them, and are better able, from your long experience in such matters, to appreciate them than I am.

I shall be greatly obliged by your laying this letter before my Lords at your earliest convenience, and also by returning their answer, which I trust will be the adoption of at least the principles of the objects and plans which I have ventured to lay before them, and the promise of a liberal grant towards their being effected; but if the answer should not be thus favourable, I am sorry to say those plans cannot be accomplished, simply from the want of the necessary means.

I have, &c.
(Signed) Wm. Fry.

No. 8.

Letter from the Convener of the Sub-Committee on Singing of the Education Committee of the General Assembly of the Church of Scotland to J. P. Kay, Esq.

Sub-Committee on Singing.

Education Committee of the General Assembly of the Church of Scotland,
Edinburgh, 27th June, 1842.

Sir,

I take the liberty herewith to transmit a copy of a Minute of this date, to be submitted to the Committee of Council

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on Education, to which I respectfully request your kind attention.

If any further explanations are desired they shall be furnished.

I have, &c.

(Signed) JAMES BRIDGES, Convener.

Education Committee of the General Assembly of the Church of Scotland, Edinburgh, 3rd June, 1842.

Read the following deliverance of the General Assembly on the overture anent instruction in singing in schools, Edinburgh, 30th May, 1842. The General Assembly called for the overture on psalmody, which was read.

The General Assembly approved generally of the principle thereof, and resolved that it should be a special instruction to the Committee on Education to take the matter into consideration, and either to take steps for the practical promotion thereof itself, or to remit the matter to a sub-committee of its number, with power and injunctions so to do.

The overture here referred to is as follows: That the Assembly, considering the importance of conducting the praises of God in the church in a due manner, do recommend to all ministers and Kirk Sessions to impress upon the Christian people the duty of exercising themselves and training the youth so that this solemn part of the public devotion may be more and more calculated to elevate the pious feelings of the congregations; and that the Assembly do further call the attention of the schoolmasters and teachers of youth throughout the country to the propriety of rendering instruction in singing a part, more or less, of their ordinary system of tuition.

(Signed) PATRICK L. MILLER.

The meeting appointed the following Sub-Committee to carry out the Assembly's instructions in this matter: viz., Rev. Dr. Dickson, Mr. Buchanan, Mr. Bridges, Rev. Mr. Lewis, Dundee, Dr. Welsh, Rev. Mr. Elder, Mr. Dunlop, Rev. Charles John Brown, Lord Provost of Edinburgh, Mr. Collins, Mr. Robert Johnston, (Mr. Bridges to be convener,) with power to them to add to their number, and with instructions to report their proceedings from time to time to the General Committee.

J. G.

SUB-COMMITTEE MEETING, 27th June, 1842.

The meeting having been opened with prayer, the deliverance of the General Assembly and the minute constituting the Sub-Committee were read.

The attention of the Sub-Committee was then called to the published minutes of the Committee of Council on Education, 1840-41, and particularly to the prefatory minute "relating to a

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manual of vocal music, and accompanying documents," pp. 45 to 67.

The Convener also laid before the Sub-Committee a copy of "Wilhem's Method of teaching Singing, adapted to English use, under the superintendence of the Committee of Council on Education. By John Hullah." (Parker, 1841.) They are also aware that Mr. Oliphant, the teacher of their Edinburgh Normal School, has been studying this subject, and has commenced training his students and the children in it.

The Sub-Committee expressed their high approbation of this effort on his part, and requested him to proceed with it. Being aware, however, of the benefit of either studying under Mr. Hullah, or of some properly trained teacher being found for this department, they resolved to transmit this minute to the secretary of the Committee of Council on Education, with a request that their Lordships might consider what aid they could or might be disposed to give to the Church of Scotland, in promoting the elementary instruction of the people in singing, with a view to the improvement of this branch of public worship, and to the seconding in Scotland of the excellent schemes of the Committee of Council in regard to this branch of education, as detailed in the aforesaid Minutes of Council.

The Sub-Committee requested their lordships to keep in view, that attendance on an ordinary elementary course by any person sent from Scotland implies a stay in London, on his part, of between seven and eight months, (*Minutes of the Committee of Council, p.* 556, *bottom*,) which is quite out of the question for general country students; and therefore it might be generally useful to know the terms on which a course compressed within a fortnight or a month may be had.

Or if it were practicable to send down to Edinburgh a skilled teacher of the new system for a short while, due previous notice being given of his visit, it might be possible to assemble together so many teachers desiring to be taught as thereby to send forth over the country a body of instructed teachers to diffuse the knowledge of the art generally.

The Sub-Committee throw out these suggestions with great deference, but in the perfect assurance, from the spirit in which the Minute of Council is conceived, that they will receive a favourable construction from their lordships, and in the hope that, either in some such way, or in the way of pecuniary aid, or of the transmission of books, charts, &c., which will be gratefully received, the object in question may be promoted by their lordships.

J. B., Convener.

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APPENDIX I.

Report on the State of Elementary Education in the Presbyteries of Aberdeen and Fordyce. By John Gibson, Esq., Her Majesty's Inspector of Schools in Scotland.

Sir, Edinburgh, 30th June, 1842.

I have now the honour to submit my Report on the state of elementary education within the bounds of the presbyteries of Aberdeen and Fordyce.

In the former of these presbyteries there are thirty parishes, the aggregate population of which is 83,707. I did not see the schools in five of these parishes; Old Machar, Banchory Denenick, Drumoak, Durris, and Dyce, whose population is 15,388. All the schools for the poorer classes in the town of Aberdeen were examined, and, with one or two inconsiderable exceptions, all those in the parishes of New Machar, Belhelvie, Peterculter, Maryculter, Skene, Fintray, Nigg, and Kinnellar. The schools actually examined within the bounds of this presbytery may be thus classified: parochial schools, 9; sessional schools, 10; partially endowed or subscription schools, 14; adventure schools, 16; schools taught by females, 19; infant schools, 4: in all, 72 schools.

In the presbytery of Fordyce there are eleven parishes, containing a population of 19,079. With one or two exceptions, all the schools in these parishes were examined. The Burgh school of Banff I visited, but not in my official capacity.

The following is a classification of the schools in this presbytery:—parochial schools, 7; partially endowed or subscription schools, 9; adventure schools, 6; schools taught by females, 28; infant schools, 3: in all 53 schools.

The whole number of schools examined in both presbyteries is 125.

I now proceed to give a general view of the capabilities of the teachers to conduct the business of instruction.

I examined 16 parochial schools. The teachers are, generally speaking, highly accomplished men. Eight of them are preachers of the Church of Scotland, five are students of divinity, and the remaining three have gone through a complete course of study at the University of Aberdeen.*

* I endeavoured to ascertain the effect which the Dick Bequest has had "in elevating the literary character of the parochial schoolmasters and schools;" but, from the cursory and somewhat limited view of its results which I obtained, I do not feel entitled to predicate, with much confidence, anything regarding either the mode or effect of its operation.

I was assured by most of the teachers, and by all of the clergy, that these were of the most satisfactory nature; and indeed the bare fact that the parochial teachers receive from the fund at the disposal of the Dick trustees

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At the same time, while all these gentlemen seemed, in point of literary attainment, admirably fitted to discharge their duties, only six of them appeared to me to conduct the business of the school-room with ability and success. In the schools of these gentlemen the monitorial system, or some one of its modifications, was in full operation. The explanatory method was systematically and successfully practised, and in short their schools were in most respects worthy of being compared to the very best I have anywhere seen.

The unsatisfactory state of the other schools of this class was attributable to defective organization, to the want of knowledge, on the part of the teachers, of the best methods of instruction, or to a determined adherence to other plans because they were old.

Two of the schools were in a deplorably inefficient state.

I examined ten sessional schools. They are all situated in the town of Aberdeen. With only two exceptions, these schools are admirably taught. In several of them I found the monitorial system in greater efficiency than I have seen it anywhere out of Edinburgh. The school in Bon Accord parish, conducted by Mr. Black, deserves special commendation. 300 children were here taught with very great efficiency. A great amount of knowledge had been communicated; close attention was given to intellectual, moral, and religious training, and the whole operations were conducted without even the appearance of harshness or severity.

The teachers of these are, for the most part, well-educated men; three of them are preachers of the Church of Scotland, three are students of divinity, and one had attended the university during one session. All of them had been careful to acquaint themselves with the most recent and improved methods, and, generally speaking, practised them with considerable success and skill.

Partially endowed and Subscription Schools.

The greater number of the teachers of these schools are inferior in every respect to the gentlemen already spoken of.

Two are preachers of the Church of Scotland, seven have attended the university during one or more sessions, and the remaining fourteen have acquired the whole of their education in the parochial or burgh schools.

With respect to their ability in conducting the business of instruction, they may be arranged into three classes. The six gentlemen comprising the first class are, in knowledge of the best methods, and skill in applying them, not greatly inferior to the best of the parochial and sessional school teachers.

The twelve gentlemen composing the second class are very deficient in both these respects, while the five composing the third and lowest class are incapable of teaching, with any due amount of efficiency, the

a sum varying, according to circumstances, from £ to £ , in addition to their yearly income secured to them by law, is sufficient to justify strong hopes that men who will willingly devote their whole energies to teaching as a profession will hereafter be induced to accept of such situations. The arrangements made by the trustees, and the principles according to which they distribute among the teachers the sum yearly at their disposal, seem to be of such a nature as ultimately to secure the ends in view.

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most elementary branches. Their instructions were of the most meagre and unsatisfactory kind.

Adventure Schools.

I examined 17 adventure schools. Only three of these can be reported in a very efficient state. In that of Mr. Ledingham, Aberdeen, the school business was conducted with very great energy. In the others nothing but the elementary branches were taught; the classification and organization were very defective; the teachers were low in point of attainment, and generally quite destitute of professional ability.

Schools taught by Females.

Of the female teachers, five kept schools for the children of the better classes, in which, in addition to the usual branches of instruction, music, drawing, French, needlework, &c., were taught. All these ladies were most zealous in their labours, and one or two discharged their duties with great ability.

Although several of the nine ladies who were engaged in conducting the business of a promiscuous school exhibited no common degree of skill in the performance of their arduous labours, yet I feel it necessary to state that it is my conviction that their instructions, when not limited either to the infant or juvenile department, are, in a majority of cases, imparted with so little tact or efficiency as to afford cause for regret that such duties had not fallen into other hands.

The remainder kept small dame-schools, in which reading, sewing, and knitting were taught. These differed greatly from each other in many respects. In the great majority, however, the chief if not the sole object of the schoolmistress appeared to be to add to the means of a too scanty livelihood; they cannot generally be regarded in any other light than as sorry substitutes for infant and industrial schools.

Infant Schools.

The teachers of the eight infant schools visited appeared to be well fitted for their duties. Three of these had been trained in the Glasgow Normal Seminary, and had acquired no small portion of the tact of Mr. Caughie; the others, although they had not gone through any course of professional training, seemed, from the kindness of their dispositions, and the liveliness of their manner, well fitted to secure the affections of their young charges, and had acquired, from visiting other schools, and from the perusal of the works of Mr. Stow and others, enlightened and correct views of the principles which ought to guide them in the discharge of their duties. The only objection I had to find with the state of these schools was, that many of the pupils in attendance were considerably beyond infant school age. The effects of this were pernicious; in some instances the instructions which the most advanced received were limited to the branches commonly taught in such seminaries, and thus their intellectual culture was either retarded or altogether stopped. In most cases the teachers, by adapting their instructions to the elder pupils, divested their establishments of their distinctive features, and thus rendering them at once infant, industrial, and juvenile seminaries, impaired their efficiency in each of these characters.

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School Buildings.

The parochial school-rooms are in general commodious and substantial buildings. One, that in the parish of Nigg, stands in a low and unhealthy situation, and is both damp and ill-lighted; that in the parish of Ordiquhill is in bad repair; those in the parishes of Skene, Fintray, Newhills, and Rathven are too small for the accommodation of those who resort to them. In the last of these the atmosphere became, from the crowded state of the apartment, and in spite of the adoption of every expedient to prevent it, of the most disagreeable and noxious description.

Those in the parishes of Peterculter, Belhelvie, Boyndee, and Banff are recent erections; and I am happy in being able to state that the heritors have manifested in each of these cases a most praiseworthy liberality, in providing not only sufficiently commodious, but even spacious and elegant, school-houses.

They are all well supplied with forms and desks, but these were generally so arranged as to occupy the whole area of the school-room, and thereby prevent the exercise of more than one class at a time. The monitorial system in such cases was prevented from being wrought with vigour and advantage.

Although I do not consider it very desirable to secure uniformity in the arrangement of these, yet I recommend that a large portion of the area should be left vacant, and that in every school care should be taken that all the children should be so placed as to be constantly under the eye of the master.

The desirableness and utility of spacious and enclosed play-grounds do not seem to have been recognized. It was usually stated, in reply to my inquiries whether any attempts had been made to secure these, that sufficient accommodation for the recreation of the scholars was to be found in the neighbourhood of the school-house, either on some unfrequented road, or on some adjoining green or common. In only one instance did I find any anxiety felt to have a play-ground set apart specially as an instrument of education.

The dwelling-houses of the teachers in the parishes of Peterculter, Maryculter, Belhelvie, and Fordyce, are erected at some distances from the school-houses. This arrangement I took every opportunity of recommending. In most cases they formed one building; in some, the lower story was occupied as the school-house, the upper as the dwelling-house; in others, the school-house was attached to the end or back of the dwelling-house.

All the sessional schools, Aberdeen, with the exception of that in Holborn-street parish, are of the very best description. That in Footdee parish was erected at the expense of the magistrates; all the others have been built within the last five years, from subscriptions raised in the respective parishes, aided by grants from my Lords of the Committee of Council. In these schools, the apartments are airy and spacious, and in each there are separate school-rooms for the infant and juvenile departments. Each of them is surrounded with spacious play-ground, enclosed by a high wall, and furnished with gymnastic apparatus.

In these schools the internal economy is good; the forms and desks

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are well arranged; and in five of them galleries capable of accommodating from 100 to 200 are erected.

Partially endowed and Subscription Schools.

The school-houses, although inferior to those of the parochial teachers, are tolerably good; they are, without exception, well furnished with forms, desks, &c., but in very few instances did I find them well arranged.

The school-rooms of the adventure teachers were of various kinds: a few were large and commodious; the greater number, however, were of the most miserable description; frequently they were small apartments in a dwelling-house, supplied with a few forms, and in many cases were badly lighted, heated, and ventilated, not sufficiently furnished with desks, and presenting an aspect, not only of discomfort, but of absolute destitution.

The dame-schools are generally held in small apartments occupied with furniture; some of these were models of order and cleanliness: the greater number were in every respect unsuited for the purposes to which they were applied.

Attendance. (*Vide* Appendix A.)

The age at which the children are commonly entered as pupils is between five and six, and that at which their attendance usually ceases is between 13 and 14. It must not be supposed that their attendance during this period is continuous and uninterrupted. The vast majority are not more than half of that time actually under instruction; and although I was unsuccessful in my efforts to obtain accurate information on this subject, yet I am certain that the amount of time during which the great majority actually attend school is not understated when it is limited to *three years;* and it is not too much to say that, considering the numerous interruptions which they experience in the course of their education, and the consequent deterioration of their school habits of steadiness and application, the whole amount of instruction which, under present circumstances, is communicated at frequent and sometimes prolonged intervals throughout eight years, might, were the attendance continuous, be imparted in a considerably shorter time than that which has been stated as the amount of actual attendance.*

Extreme irregularity of attendance was almost invariably complained of, and was generally ascribed to the poverty and other circumstances in the social condition of the population. These circumstances are said to compel the parents to avail themselves of the labours of the elder

* There is great reason to fear that in the town of Aberdeen a very considerable number of those of school age do not attend at all. I visited an evening school in the parish of Gilconiston, which had been recently opened for the benefit of those whose early education had been neglected, and who are employed throughout the day in manual labour. At the time of my visit, 8 P.M., there were 60 present; many of the pupils, whose ages varied from 12 to 18, were altogether incapable of reading, with any facility, lessons consisting of monosyllables, and very few indeed could read the Bible so as to receive much pleasure or benefit from it. Although this was the only instance of such deplorable ignorance that came under my observation, it can scarce be hoped that it presents a complete view of its extent.

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children during the summer for the purpose of adding to their means of livelihood: in some country districts, again, the younger children are prevented from attending during the winter from the inclemency of the season and the state of the roads.

It may be stated that the attendance of nearly one-fourth of the whole children who are reported as being under instruction during the winter is, throughout the summer, interrupted. No data could be obtained on which to form anything like a satisfactory opinion as to the numbers whose attendance ceases during the winter months.

I endeavoured to ascertain whether these obstacles had been in any cases overcome, and whether the degree in which they were generally alleged to affect the attendance at school, to interfere with the arrangements and counteract the efforts of the teacher, was not over-stated. The results of my inquiries were neither so extensive nor so satisfactory as to justify any very decisive statement. They were sufficient, however, on which to found a hope that this irregularity is partly attributable to other influences. Wherever the teacher was particularly distinguished by professional ability and zeal, the attendance was, in proportion to the population of the parish, good, and generally regular; and I found in three parishes unquestionable evidence that the attendance had in the course of one year been greatly increased. This was ascribed by the clergyman, and others well acquainted with the district, not to any amelioration or change in the social circumstances of the population, but solely to the improvement in school management which had been effected by recently appointed teachers. And if it should hereafter be demonstrated by an accumulation of such cases that the neglect of the educational interests of their children has arisen rather from the indifference than from the necessities of the parents, the evil will not thereafter be deemed so irremediable. Another very powerful inducement will be offered to all who are interested in the moral and religious welfare of the community, and who are intrusted with the superintendence of the means of securing it, to increased efforts in providing the requisite machinery, and to greater care in securing more efficiency and skill in those to whom the management of it is to be intrusted.

I did not generally find that the teachers were at much pains to enforce punctuality of attendance: this invariably betokens a defective organization. Were the whole business so arranged that to each branch a special portion of time were devoted daily, the master would find the enforcement of strict punctuality absolutely necessary, not only for the benefit of the pupil, but for his own comfort.

Registers of attendance were very carefully kept by all the parochial teachers. In many cases the roll was called both forenoon and afternoon, and strict inquiries made as to the cause of absence. In several schools books were kept, in which were recorded the name, age, and stage of progress of the pupil at the time of his entry, and in which also the degree of progress which he had made, and a delineation of his character, as that had been manifested in the schools, were registered at the time of his leaving.

In most of the other schools no expedient had been adopted for the purpose of ascertaining either the punctuality or irregularity of attendance.

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Methods.

The explanatory method was, to a greater or less extent, practised in all the schools taught by males: in some it was applied only to the more advanced classes, in others the lessons were examined only on particular days. It was not uncommon to limit its application to the giving of synonymous words for those occurring in the spelling lessons; and it must be observed, that in all these cases the exercise had more of the appearance than the reality of an intellectual process. In many of the parochial schools, however, in all the sessional schools, Aberdeen, and in several others, the method was in full and vigorous operation. In the more advanced classes in these seminaries a searching examination was instituted upon the meanings and occasionally upon the derivation of the words: the subject matter was thoroughly analysed and sifted, and full illustrations given from collateral sources. In the younger classes the examination was of course conducted in a very simple and familiar manner: the only object which the teachers seemed to have here in view was to accustom the children to affix ideas to the words learned, and to impart more life and vigour to the business: I saw this done admirably in several of the schools.

The simultaneous method was in some cases practised; but I found that, except in the hands of an able teacher, its nature, the objects which it is intended, and, when well managed, fitted to accomplish, and the limit and mode of its application, were very generally completely misapprehended. I could not venture in most cases to recommend its adoption.

The elliptical method was practised in only one school, and with very unsatisfactory results.

Branches of Instruction.

The branches usually taught are reading, writing, and arithmetic. In all the parochial schools, and in the best schools of the other classes, instructions are given in the higher branches, English grammar, geography, history, practical mathematics, and Latin.

Reading.

There was considerable diversity in the modes adopted in teaching reading. In the great majority of the schools examined their instructions were given without much regard to system. The initiatory steps especially were very unmethodical; this arose from want of knowledge of better plans: in not a few, the want of the necessary apparatus and books compelled the teachers to adopt the methods they practised.

All that was aimed at in most of the schools was to enable the pupils to read with facility and fluency; no effort had been made to correct provincial barbarisms and peculiarities of pronunciation, or to give the pupils the power of reading with a fair amount of propriety and intelligence.

It was generally done in a monotonous, drawling manner; pauses were neglected, emphasis unmarked, and no expression given to the sense.

In no respects were the results of the application of the explanatory method more marked and satisfactory than in the distinctive features which it gave to this branch. Although, even in those schools where the method was generally practised, no approach to elegant and tasteful

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reading was made, yet it was generally characterized by distinctness of enunciation, by a proper degree of loudness and firmness of tone, and by a considerable share of intelligence, proper accentuation, and emphasis.

Spelling.

Spelling was taught with various degrees of skill: in most cases it was regarded as a mere exercise of memory; in some of the best schools attempts had been made to render it a somewhat interesting exercise by imparting to it more of an intellectual character; in none, however, did I find any systematic application of the principles which ought to guide the teacher in this part of his business.

The nearest approach to this was found in Bon Accord sessional school.

By a proper classification of words, and a judicious application of the simultaneous method, good results were obtained. The monitors, after having heard each pupil in his turn spell his word, required the whole class to repeat it in a low tone, and simultaneously; and instead of passing immediately to the following word the pupils were exercised in others resembling it in sound: *ex. gr.* suppose the word given to be "land," the above process having been gone through, the pupils were requested to spell bland, band, brand, sand, strand, stand, &c. They were systematically exercised in words similar in sound, but differing in signification: thus, if the word *hew* was given, they were also requested to spell hue (colour) and so on.

Another useful exercise I found practised in the Ruthern parochial school. On a particular day the pupils were required to puzzle each other in spelling, by proposing the most difficult words in the language; the results were satisfactory.

Writing from dictation was not practised in more than one or two of the schools, and in the few cases in which I requested the children to try this exercise it was performed in a very unsatisfactory manner; children who could spell by the *ear* the most difficult words egregiously failed in this.

The most common words were misspelt, the punctuation neglected, capitals omitted, &c. I took every opportunity of urging the adoption of this exercise as a regular part of the school business. After the above statement it is almost unnecessary to say, that in very few cases were the pupils required to give written answers to written questions, to write abstracts of the lesson from memory, or in any way to practise English composition. The importance of this exercise is too obvious to be pointed out here, and was always recognized by the more accomplished teachers.

School Books.

Although in the great majority of schools the books used were very unsuitable, consisting for the most part of ill-arranged primers for the younger classes, and of collections for the higher classes whose contents are not well adapted to the capacities and tastes of the pupils, yet I am happy to be able to say that more suitable compilations have in numerous instances been introduced.

The new series lately published by a committee of the parochial teachers, that compiled by the Reverend Dr. M'Culloch of Kelso, the

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Irish school books, and those of the late Dr. Andrew Thompson, are now very generally found in the best schools. In each of these sets is embodied a great quantity of useful and interesting information, and they can now be procured at a price which, it is believed, places them within the reach of a large portion of the pupils. It is still to be regretted that in some of the schools the New Testament and Bible are used as the ordinary class books, from which the pupils learn to read and spell, and from which they are occasionally examined in parsing. The tendency of this is bad; the clergy are unanimous in its condemnation; and the only reason given for the continuance of the practice was, that it was necessitated by the poverty of the parents, which prevented them from procuring books more suitable for these purposes.

In some of the schools where the explanatory method had been systematically and skilfully practised in its application to the reading classes, and where in that department particular attention had been bestowed upon the culture of the intellect, the higher branches, arithmetic, grammar, and geography, were taught in a very unsatisfactory manner.

The pupils were not generally classified while engaged in their arithmetical studies; and while instructions in this branch were confined to a few of the more advanced pupils, the teachers were not careful to give expositions of the principles of the various rules, but seemed satisfied when the pupils had acquired a certain degree of mechanical dexterity in working prescribed sums. It was not uncommon to find boys who had gone through the text book utterly ignorant of the principles upon which the simplest elementary process had been conducted.

In some cases mental arithmetic was very successfully taught.

English grammar was taught to a very inconsiderable number of the pupils in attendance, and in numerous cases the instructions in this branch could not be regarded in any other light than as exercises of memory.

A very excellent and complete set of school maps had been presented to the parochial school of Cullen by the magistrates of that burgh, but in the far greater number there was a great want of apparatus necessary for teaching geography; in only one school did I find a globe, and in it there was not a sufficient supply of good maps.

In one or two of the parochial schools the whole of the pupils capable of reading the Bible had been taught the geography of the Holy Land.

I recommended that each of these branches should be taught to the great body of the school, that the children should at a very early period receive oral instructions in grammar, and that the very youngest should be regularly exercised in mental arithmetic. In the few cases in which this had been done the results were most satisfactory. The listlessness which monotony of exercise invariably and necessarily engenders was dispelled, and the whole business was conducted with animation and vigour; and in addition to these important advantages, the pupils, while engaged in acquiring a good amount of useful and interesting knowledge, were being prepared for entering, with additional interest and advantage, upon a more extensive and systematic course of study in these branches.

I also ventured to suggest to some of the teachers the propriety of

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giving elementary lessons in geography from a map of the surrounding districts with which the children were of course familiar, and thereby imparting to them a clear notion of the nature of such a chart.

In most of the partially endowed and adventure schools, in which the branches generally taught are reading, writing, and arithmetic, no attempt had been made to distribute the pupils in classes, except when learning the first of these branches; and this classification, instead of being regulated by any fixed and intelligible principle, seemed to be made irrespective altogether of the proficiency of the pupil, and only according to the time during which he had been at school. It was not uncommon to find five or six children reading the same book at different places. In many cases also the younger children were not classified at all, until they had made such progress as to read with considerable facility. They received their instructions from the master individually: this gave to this part of the business an air of extreme languor and listlessness, and produced among the other classes a degree of restlessness which interfered with the general order and quiet of the school.

In the better schools the pupils, after having been arranged in classes, were taught the alphabet and other initiatory lessons from cards. The teacher by these means was enabled to accomplish this part of his duty in a shorter time, and with much greater efficiency.

I had to regret, that although in the better-conducted schools belonging to these two classes, and in all the parochial schools, a distinct classification was generally made for each department of study, an exception was generally made in the case of arithmetic. This branch was usually studied from the text book, while the children learning it were seated at the desks. The consequence was, that the stages of progress were frequently as various as the pupils were numerous. I took every opportunity of urging the propriety of classification for this branch also; and I was careful to intimate that wherever I had seen this arrangement made I had, without exception, found a greater extent of proficiency, a firmer apprehension of the principles of the various rules, and much greater expedition and accuracy in working prescribed sums.

The methods of organization, as apart from classification, were various. I think it necessary to specify only two of these: according to the first of them, the teacher, after having arranged his pupils into classes, personally overtakes the whole work, without having recourse to any extraneous assistance. This was the case in most of the partially endowed and adventure schools, in several of the parochial schools, and in all the dame schools. The results were such as might be anticipated: the children, after their lesson had been heard, were either idle and acquiring bad habits, or were disturbing the other classes in the school.

The teachers had had no opportunity of witnessing what could be effected by other arrangements, and when I told them what I had seen accomplished by an instrumentality which each had at his own command, the information was in many cases received with evident incredulity, and in others, the effects which I had described were imputed to other causes (such as the peculiarity of the locality, &c.), and their existing arrangements were vindicated as, upon the whole, better adapted to their circumstances than any other.

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The second method was the application of the monitorial system, or some one of its modifications. This system was found in operation in all the sessional schools in Aberdeen, in all the efficiently taught parochial schools, where, from the number of the pupils, its introduction was desirable, and in one or two of the other schools. All these I found in a comparatively efficient state; and although, with one or two exceptions, the power of the monitorial system, the expedients necessary to its satisfactory operation, the amount of dependence to be placed in the young teachers, and the nature of the exercises that may safely be intrusted to them, and, above all, its capability of being so modified by the careful instruction of the monitors, and their apprenticeship to the school, as to adapt itself to the higher demands of education, by becoming a nursery of pupil teachers, seemed almost unknown, yet it is fair to say that wherever it had been adopted there was a greater amount of information given, greater liveliness and vigour were exhibited, and a keener interest and relish taken in all the business of the school-room, than when such organization was neglected, and the whole work was undertaken by the master without any assistance whatever.

The modifications in use were very various: two of these, which had been followed by the best results, deserve a detailed notice.

In the Aberdeen Education Society's boys' school, attended by 150 pupils, there are 24 monitors. Twelve of these are appointed to conduct the business of the school one day, and, while they are employed in teaching, the other sections are receiving instructions either from the master or from a pupil teacher who has been in training for a considerable time, and who receives the very small remuneration of 2*s.* 6*d.* per month. On the following day the sections change occupations; those who had been teaching are now occupied in receiving instruction, and the business of the school-room is conducted by the other sections.

In addition to this body of coadjutors the master occasionally avails himself of the services of a more advanced class, who are engaged in the study of book-keeping, mensuration, and geometry, and who, from the progress they have made in the various branches, and the superior skill in teaching which, during their previous training, they have acquired, receive the name of presiding monitors.

The master is all the while occupied, not only in vigilantly superintending his young assistants, in directing them in their proceedings, in stimulating the indolent and encouraging the zealous and faithful among them, but is also actively employed in hearing the classes after they have been drilled by the monitor, and in supplementing any deficiencies or in correcting any mistakes that may have been made. The results were in many respects satisfactory. (*Vide* Appendix.)

Still better arrangements were made in Bon Accord sessional school, Aberdeen. I have rarely seen the system worked to greater advantage than in this school.

On the day of my visit there were 287 pupils present; and it must be admitted that arrangements enabling a teacher, with only one adult assistant, to conduct with any amount of success the studies of so many, must be characterized by no ordinary degree of skill.

Mr. Black employs the whole of the pupils forming the two highest classes, the one containing 68 and the other 58 pupils, as monitors.

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They of course receive no remuneration. To conduct the business of the school it is not necessary to employ more than 16 of them daily. To each of these a class is assigned, and the only exercises in which they are expected to prepare them are the mechanical processes of reading and spelling; they are held responsible for the proficiency of their pupils in these branches only. It is obvious that, by having seven different sections who are capable of performing, with more or less success, this department of duty, the attention of the young teachers is not diverted from their own studies more than a few hours weekly.

In addition to those young, though really effective, coadjutors, 17 are selected from the highest class on account of their proficiency in scholarship, and their tact and skill in teaching, and are intrusted with a higher range of duties. It is their business to examine the various classes upon the word and subject matter of the lessons; in other words, to conduct the analysis and explanation of the various passages, after the reading and spelling of these have been thoroughly mastered. Only four of these are required daily; they receive the name of examinators. The whole business was again checked by either Mr. Black or his active and intelligent assistant. These arrangements were highly successful.

The result of my observation of the various modes of organization is a confirmation of the opinion which I have long held, that this system, properly understood and efficiently worked, supplies the only means *at present within our reach* of rendering the schools for the poor in large towns places where instruction can be efficiently given. I am not insensible to its inherent and necessary defects, or to the greater advantages which might be secured by other but more expensive arrangements.

That which seems to me to present a very perfect model of the machinery of an elementary education establishment is to be seen in the Circus Place school, Edinburgh, in which a highly accomplished and skilful teacher has assigned to him 60 or 70 pupils of the same age and at the same stage of advancement. A near approach to this standard I found in the Western Academy, Aberdeen.

In the Niddry-street school and in the Heriot Foundation schools, Edinburgh, an approximation to it has been made by securing the services of a sufficient number of well-educated young men and women as paid apprentice teachers. Wherever such instrumentality can be procured, it is obvious that not only the intellectual faculties, but the whole nature, may be to a great degree trained and cultivated.

But so long as we have to regret the scantiness of means at the disposal of those who are intrusted with the management of our schools, and the *miserable incomes* enjoyed by the great body of our teachers, the first step which the great majority of the schools visited in my recent tour have to take, in order to approach towards the standard to be found in the seminaries above mentioned, is the introduction of a well-regulated modification of the monitorial system, adapted to the nature of the school and the number of the scholars.

When the school has been carefully organized into classes, and the progress of the scholars through the classes according to their proficiency ensured, monitors should be employed in such a way as not to arrest their instruction by the master of the school. They should receive instruction from him, either every evening after the usual school

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hours, or, when they are sufficiently numerous, they should be employed in divisions, as in the school of the Bon Accord parish, Aberdeen. Efforts should constantly be made to secure the most intelligent and skilful of these monitors, for a moderate remuneration, as apprentices to the school; and if much attention be paid by the master to their education, so as to give the parents a reasonable prospect that they will become proficient and skilful teachers, and the school is so conducted as to inspire these apprenticed monitors with zeal in the discharge of their duties, they will probably remain as pupil teachers until they can enter some other school as assistant teachers, and ultimately, with increasing age and experience, rise to the rank of the masters of schools.

By the continual instruction of the monitors, if they are retained in the school by apprenticeship, the school may in the course of years, with their increasing skill and knowledge, display the admirable order and the attainments which characterize schools conducted on the plan of the Circus Place school, Edinburgh; but if this instruction be neglected, or the monitors leave the school at an early age, and are therefore frequently changed, the results will certainly bring nothing but discredit. Where little has been done in the organization of the schools, the monitorial system appears therefore to me the first step of improvement, and from this condition the school may pass, by a natural transition, into a higher and more efficient arrangement resembling that of the Circus Place school; and I know of no greater advantage attending the establishment of normal schools throughout the country than the opportunity it will afford to teachers of all classes of witnessing in operation the successive stages of organization by which schools may be conducted, from the most economical arrangements, to those for the production of which the monitorial system appears the first stage of advancement.

Moral Discipline.

In only one of the juvenile schools examined did I find any systematic endeavours to introduce and apply the moral training system, as *propounded* and *exhibited* by Mr. Stow in the *Glasgow* Normal Seminary; but in the course of my conversations with some of the most intelligent and zealous of the parochial teachers I found that the principles of that system had occupied their attention, and had been to a considerable extent approved of. One gentleman, whose school was in a very admirable state, declared that he regarded the superintendence and direction of the children in their pastimes as an important means of benefiting his young charge, and regretted that in consequence of there being no play-ground attached to his school-house, he could not at least *test* its efficiency as a means of moral culture. I regret that such instances of anxiety to test various methods were not more numerous, and more especially that, owing to the want of the necessary apparatus or accommodations, experiments, the success or even failure of which would have been followed with advantage, could not in some cases be made.

In almost every instance, however, the teachers confine their attention to the children while in the school-room; and it should be stated that, apart from their endeavours to convey to the scholars a certain amount of religious instruction, and from the discipline necessary to secure from them a respectful deportment and a fair amount of appli-

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cation to the business in hand, there did not seem to be any measures adopted, the bearing and tendency of which were the correction of bad habits, the eradication of evil principles, and the communication of an elevated tone of moral feeling.

In very few cases did I find that any *system* of rewards and punishments was adopted. These were distributed according to existing exigencies, and at the discretion of the master. Corporal punishments were almost everywhere inflicted; the only other punishments employed were reproofs, confinement after school hours, and the loss of places in the class. The rewards bestowed,—and it was stated that they were distributed, almost without exception, according to a mixed estimate of intellectual proficiency and moral conduct,—consisted of advancement in the class, reward tickets, and prizes of various kinds. There was reason to fear that the distribution of these rewards and punishments was not generally made according to any fixed and recognized principle, but was frequently affected by something different from a well-weighed conviction of the desert of the individual rewarded or punished.

However, I am happy to be able to say that in no case did I perceive any appearance of unnecessary severity towards the children; in most instances there seemed to exist a kindliness of feeling between the teacher and his pupils; and the statement that the reign of terror, if not altogether passed away, is at least on the wane in our schools, and that a milder, and at the same time a more efficient sceptre has obtained the sway, is in accordance with the almost unanimous representations of the clergy, and harmonizes with my own experience and observation.

At the same time, it is to be regretted that the attention of the great body of our teachers has not yet been directed, with a sufficient degree of anxiety, to a subject so important, and so materially affecting their own comfort and the happiness of those committed to their charge, as the best means of moral training. Two principles, the importance of a proper and steady application of which cannot well be over-estimated, seem to have been wholly disregarded: the one is, that rewards, of whatever kind, should be distributed, not so much according to the degree of progress actually made as to the amount of effort really expended; and the second is, that care should be taken to reward good conduct, as well as good scholarship, and that the relative moral value of these should be carefully pointed out, and the superior importance of the former systematically inculcated.

Religious Instruction.

I regret to be compelled to state, that although due prominence and attention were almost universally given to this branch of the school business, the arrangements made and the methods adopted did not appear to me to secure results, either in nature or amount, proportional to its importance.

The schools were not always assembled and dismissed with religious exercises: of the 23 parochial schools examined, one was *only occasionally* opened with prayer, another only on Saturdays, another only on Mondays and Saturdays, and another was dismissed but not assembled with prayer.

In very few of the schools did those religious exercises extend beyond the repetition by the master of a short extempore prayer: in a few, two or three verses of a psalm or paraphrase were also sung.

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There was not generally a part of each day exclusively devoted to this branch.

The Bible is read daily in all the schools. It must, however, be stated, that in very few cases did the children who were unable to read the New Testament or Bible receive any religious instruction; that the Bible, in a great majority of cases, is read only by those who use it as a common school-book, from which, and from which alone, they learn to read and spell, and from which, if subjected to any examination at all, they are questioned in the same style and spirit in which a secular lesson is given; and that those who do not read the Bible as a class book receive no special religious instruction, except on Saturdays.

After these statements it is almost unnecessary to say, that in very few instances had any care been taken to arrange, and present to the minds of the children, the Scripture lessons according to any plan; there were no systematic courses of instruction on the doctrines, precepts, narratives, biographies, parables, miracles, types, promises, and prophecies; in one or two cases no instruction in Scripture, geography, and antiquities had been given, or any attempt made to present to the more advanced pupils a concise and clear view of the evidences of our holy religion.

The catechisms generally used are Willison's and Brown's for the junior classes, and the shorter catechism for the more advanced. It cannot be said that these are generally and regularly explained; indeed, in the vast majority of cases the teachers are satisfied if they are repeated with tolerable accuracy; and even in the numerous instances in which the shorter catechism has been not only thoroughly committed to memory, but analysed and explained with great minuteness, the tendency of the whole exercise seemed to me to be rather to cultivate and strengthen the intellectual powers than to affect and mould the heart: it is instruction rather than education.*

In those cases in which nothing more than a *repetition* of the catechism was insisted on or repeated, I was invariably told, that while the importance of analysis and illustration was recognized, the multiplicity of subjects to be taught, and the consequent *want of time*, abso-

* It must not be supposed from these strictures that I am disposed to undervalue or neglect instructions of this nature. The mere repetition of this admirable summary I regard as unspeakably important; it is the laying up of at least "a form of sound words," the utility of which, if not at once obvious, will be found in the power of thus embodying in admirably brief and comprehensive terms, and thereby keeping clearly and steadily before the mind, doctrines forming the subject of books to be read and sermons to be listened to in after-life, and which from each advance in spiritual knowledge will be always receiving illustration, and therefore growing in value. I believe that to the care with which the shorter catechism has been taught in our schools, our national, intellectual, and religious character owes several of its finest attributes. The discipline through which the intellect must pass in obtaining at an early period any thing like a view of its beautifully systematic structure, and the habit of mind acquired by being required to prove from Scripture every one of its statements, must operate very much in the same way, and be followed by the same results, as the application to a more matured mind of a rigid course of logic or mathematics; and it is not merely fanciful to suppose that to this training much of the steadiness and sobriety of the Scottish intellect and character is to be attributed.

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lately prevented them from being systematically practised. The *real* cause was defective organization. It is almost unnecessary to say that in those schools where these exercises were regularly practised there was, to *say the least*, as much attention given to the other branches, and as much proficiency made in them, as where nothing more could be accomplished than hearing the children "*say*" their questions.

The other religious lessons consisted of the repetition of psalms, paraphrases, and hymns; almost all the children could repeat the Lord's Prayer, and many had committed to memory the Apostles' Creed. These were very generally mere exercises of memory; no care had been taken to explain the meaning of the terms employed, and the monotonous, unintelligent manner in which they were repeated showed that the mutual connexion and bearing of the various parts had never been pointed out, and it was almost always found upon examination had never been perceived.

The importance of the application of the explanatory method to all these exercises is obvious.

In several of the best conducted parochial schools the pupils are required to prove particular doctrines from Scripture: this was in some cases admirably done; numerous passages proving the divinity of Christ, the personality and divinity of the Holy Ghost, the doctrine of the Trinity, the depravity of human nature, the necessity of repentance, &c., were cited with great readiness, and repeated with admirable accuracy.

It is proper to add, that in addition to their *direct* religious instruction, the teachers who practise the explanatory method are careful to draw and enforce the moral and religious lessons suggested by the passages read from the collection of other secular class books; and although the surveillance of even the most zealous of them does not extend beyond school hours, it may be stated that several make it a part of the business of every Monday morning to ascertain how far their pupils have profited by the public ordinances of religion.

It will be perceived that in several of the schools a considerable amount of biblical knowledge has been communicated; but till the teachers as a *class* have opportunities of becoming acquainted with the best modes of classification and of organization, and of being thereby convinced of the practicability of accomplishing, by a proper application of the means at their disposal, and in an equally short space of time, more than even the most diligent and zealous of them can, by their present arrangements and methods, effect, it is not probable that great or beneficial changes *in the mode of conducting this department will be made.*

The improvements which, under present circumstances, I would venture to suggest are,—

First, that the pupils should be arranged in *two* or at most *three* sections for a certain amount of time daily, during which they shall all be occupied in receiving religious instruction.

Second, that for each of these sections a systematic course of lessons, adapted to their respective ages and capacities, should be prepared by the clergyman or teacher, and rigidly adhered to.

Third, that lessons of a mixed character, partly hortatory and partly catechetical, embracing explanations of the parables and discourses of our Lord, readings in biography, readings and illustrations of prophecy, &c., and arranged according to some plan, should on certain days be simultaneously given to the whole school.

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The method of accomplishing the business, were those or some such arrangements adopted, is this: while the senior sections, arranged under monitors in small manageable divisions, are occupied in *repeating* their psalms, catechism, and other exercises,—and it will be confessed by the opponents of the monitorial system, as usually practised, that *this* may be sufficiently done by such instrumentality,—the master will have more leisure, orally, and in a simple and familiar style, to communicate to all who are unable to read the information suited to their age and stage of progress: this should not occupy more than ten or fifteen minutes. The business of the other sections will then be taken up; those who are reported by the pupil teachers as having failed to repeat with perfect accuracy the prescribed lessons are now heard by the teacher himself, who will affirm or annul the judgment of the monitor; this, if vigorously and systematically conducted, will not occupy more than a few minutes. The various exercises will then be thoroughly analysed and explained.

The object of the third arrangement is rather to impress upon the minds of the children the great importance of attending to those things "that belong to their eternal peace," than to increase their knowledge. While the latter of these objects will not even in these exercises be neglected, special attention will be given to the culture of the heart. The whole should not occupy more than thirty minutes.

By such arrangements I think, that while retaining all the advantages of the methods that are now common even in the best schools, greater consistency and method would be given to the religious lessons, and, by being divested of the air of merely intellectual exercises, there would be imparted to them the sanctity and unction which ought to be their characteristics.

The great importance and numerous advantages of our system of parochial schools have, in the course of my recent tour, been most forcibly presented to my mind. No two things can form a greater contrast to each other than the educational state of a parish in which there exists no parochial educational economy, and that of one in which it has for a series of years been in operation. This cannot be more clearly demonstrated than by a reference to the appendix, where, from a comparison of the educational state of the quoad sacra parishes of Buckie and Portsoy with that of any of the parishes which have enjoyed the benefit of a parochial school, it will appear, that while in the former a considerably smaller proportion of the population are under instruction, and the educational course is limited to the most elementary branches (and even these are imparted in the most unsatisfactory manner),—there can generally be procured in the latter a tolerably extensive range of instruction.

This system, working under great disadvantages, has greatly improved the education of the poorer classes in the town of Aberdeen. Although the teachers of the sessional schools there have no stated salary, but are almost wholly dependent on the school fees, yet from the advantages attending their connexion with the parochial authorities, and the excellent accommodation provided, the teachers have drawn into their seminaries masses of children who previously were either at no school at all, or at those where the utmost amount of instruction received was the acquisition of the mechanical processes of reading and writing, and a smattering of arithmetic, but who now obtain, in addition

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to a carefully conducted course of moral and religious instruction, a good amount of interesting and useful secular knowledge.

Again, it is greatly to be regretted that in many cases where the parochial economy does exist, greater efforts have not been made to give it additional consistency and power by grafting upon it other than its usual elements. Even in the best appointed country parishes no means have been taken, by those intrusted with the management of the educational interests of the population, to secure systematic instructions in these branches, which, how necessary soever, are not usually taught in our juvenile schools.

No provision has generally been made for the moral and religious training of infants, and no means are provided for the instruction of girls in industrial employment. The voluntary system, which is confessedly weak when applied to educational matters, is here implicitly relied upon; the result is, that, except in a few instances, both branches of training are wholly neglected.

There does not appear to be any obstacle sufficiently formidable to prevent arrangements being made, in the greater number of country parishes, somewhat similar to those already in operation in almost all the parishes in the city of Aberdeen; and it is surely not chimerical to anticipate the time when no clergyman shall consider his educational machinery complete until he has secured the means of having all the children of his parish assembled in one building, embracing infant, industrial, and juvenile schools.

Of the practicability of this, in numerous instances, I am fully persuaded; and if further investigation does not lead me to change my opinion, I shall, in a future report, detail the means by which I think it may be realized.

There is another point to which I beg to call the attention of my Lords. Representations were frequently made to me of the extreme difficulty in raising, in poor and destitute localities, the requisite proportion of the sum to be expended on the building of school-houses, and of the consequent impossibility of these districts receiving aid from their lordships. I submit for consideration, whether, in well-authenticated cases of such a nature, it would not be proper to depart from the rigid enforcement of the rule alluded to.

There is one other subject to which I must refer before closing this report. The General Assembly of the Church has this day most gratefully accepted the munificent grant made by their lordships for the establishment of two complete normal seminaries, the one in Edinburgh, the other in Glasgow. From the tone of the speeches delivered by some of the leading men in the church, evincing as they did the warmest interest in the subject, recognizing the necessity of a more vigilant and stringent system of superintendence over our schools, and cordially welcoming the co-operation of the Committee of Council, and thereby giving their sanction and approval to the system of inspection established by their lordships, I anticipate that enlightened and zealous efforts will speedily be made, not only to improve the existing machinery, but to supply the most remote and distant districts in the country with an adequate and efficient parochial educational establishment.

I have, &c.

J. P. Kay Shuttleworth, Esq., Secretary. (Signed) JOHN GIBSON.

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APPENDIX A.

The following statement will show the numbers in attendance upon the various classes of schools:—

In the 16 parochial schools there were present, on the day of inspection, 711 pupils, giving to each an average of 44.

In the 21 partially endowed schools there were 932 present, giving also an average of 44.

In the 14 adventure schools there were 465 present, giving to each an average of 33.

In the 46 female schools there were 1,699 present, giving an average of 37.

In the 10 sessional schools, Aberdeen, there were 983 pupils present, giving an average of 98.

The following table, presenting a view of 6 schools, taken at random from each of the different classes, will serve to show the nature and amount of instruction given, by specifying, in addition to the attendance, the various branches taught, and the proportion of pupils studying each branch:—

PARISHES.	The greatest Number present during the last 6 Months.	Average daily Attendance during the same Period.	Number present at Time of Inspection.	Number learning English.	Writing.	Arithmetic.	English Grammar.	Geography.	Mathematics.	Latin.	Algebra.
Ordiquhill . .	79	60	43	43	26	17	7	16	4	6	
Fordyce . . .	66	60	46	46	46	18	24	21	..	17	
Ruthven . . .	126	110	111	111	51	40	55	14	..	8	
Deskford . . .	50	40	37	37	28	4	20	2	..	1	
Cullen . . .	105	65	49	49	45	29	19	6	5	3	4
Banff . . .	60	55	38	38	41	21	8	14	..	1	
Total .	486	390	324	324	237	129	133	73	9	36	4
PARTIALLY ENDOWED AND SIDE SCHOOLS.											
Parish. *Station.*											
Fordyce . Brodie's-ord	50	48	43	43	34	12	3	..	1	1	
Fordyce . Sand-end	56	40	55	55	16	15					
Cullen . Portnockie	80	60	52	52	20	4					
Rathven . Portgordon	70	60	45	45	24	21	4	2	..	3	
Portsoy .	108	90	70	70	..	..	8	12			
Banff . Pirie school	80	70	53	53	46	13	18				
Total .	444	368	318	318	140	65	33	14	1	4	
ADVENTURE SCHOOLS.											
Cullen . . .	120	100	74	74	50	23	6	6	2		
Buckie . . .	48	30	34	34	11	1					
— . . .	50	35	39	39	25	13	6				
— . . .	42	36	23	23	11	7					
Slackhead . .	48	40	30	30	21	14					
Portsoy . . .	67	60	43	43	30	22	26	..	..	10	
Total .	375	305	243	243	148	80	38	6	2	10	

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APPENDIX B.

Parish of Fordyce.

I.—*Parochial School.*

The school-house is situated in the village of Fordyce, and lies about three miles south-west from the town of Portsoy; the situation is healthy and well chosen; the building, which was erected about forty years ago, consists of stone and lime, is slated, and is divided into two apartments, the one being 24 feet by 14, and 12 feet high, the other being 12 by 14, and 12 feet high; it is sufficiently lighted, heated, and ventilated, and the whole is in tolerable repair. There is a play-ground attached to the school-house; it is not enclosed.

The residence of the schoolmaster, which is a comfortable house of two stories, is situated in the midst of his garden, and stands at a little distance from the school-house.

At the time of my visit there were 46 pupils present; their ages varied from 8 to 16; the greatest number on the books during the last six months was 66. The average daily attendance during the same period was 60; the number actually on the books was 62. The fees were 2*s.* 6*d.*, 3*s.*, and 5*s.*, per quarter. The attendance during summer was stated to be 50, and during winter 60.

Owing to circumstances, to be afterwards stated, a considerable proportion of the pupils were studying *Latin.*

On the day of inspection there were 17 present, who had made some progress in this branch: they were arranged, according to their proficiency, in four classes; the youngest class, consisting of seven boys, were learning the rudiments; they had gone as far as the verbs.

The second class, of five boys, read from Mair's Introduction ad Cæsar.

The third class, of three boys, had been studying this branch for nearly three years, and had made considerable progress; they read from Mair's Introduction and Virgil.

The fourth class, of two boys, read Virgil and Sallust; they had been occupied in the study for nearly four years.

English.—The pupils were arranged in four classes for this branch. The highest class, of 20 boys, read and spelt from the Irish School Book, No. IV.; the lesson read was "On the ancient and present state of the Holy Land;" the reading was correct, fluent, and intelligent; the spelling was not good. The lesson was examined by Mr. Cruickshank in admirable style; a great amount of useful and interesting collateral information was given; and the pupils exhibited a very creditable amount of etymological, historical, geographical, and scriptural knowledge. This class also read the Bible, and commit to memory the shorter Catechism. Their biblical knowledge was minute, accurate and extensive.

The second class, of nine boys, read from the Bible and Mason's Collection. The lesson read was from the latter work, p. 48.

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The reading was deficient in spirit and freedom; and while the lesson was being examined upon, there existed a considerable degree of listlessness and inattention among the pupils. The answers were not given easily, fluently, and confidently, as in the former class.

The spelling was not good.

The shorter Catechism had been committed to memory, and care had been taken to explain and simplify it.

The third class, of six boys, read from the Irish School Book, No. IV.

The lesson read was "Notes on Europe," p. 85. This class also did not manifest much spirit; the reading was frequently inaccurate and slovenly, and the spelling not satisfactory. The shorter Catechism had been committed to memory and explained.

The fourth class, of 11 boys, read and spelt from the New Testament; the lesson read was Matthew, chap. 28; the reading and spelling were good; the substance of the lesson was examined upon with intelligence and skill. Sufficient care had not been taken to explain the more difficult words; the pupils were frequently unable to assign to very common words either synonymous words or expressions.

Arithmetic.—27 were learning this branch; they were arranged in four classes; ten were doing the simple rules, four reduction, four the compound rules, and nine had advanced as far as vulgar and decimal fractions. This branch seemed to me well taught; the principles of the various rules had been perspicuously and carefully explained.

Writing.—The whole of the pupils were learning to write; it was well taught.

Grammar.—There were 24 of the pupils present who were studying this branch, the whole of the highest English class, and five of the boys in the second class. They had made considerable progress in the study, being able to parse with facility and accuracy.

Geography.—21 of the pupils present were studying geography; they were arranged in two classes. The senior class had obtained a general view of the geography of the world, and a more particular and detailed acquaintance with the various countries of Europe. Care had been taken to make them thoroughly acquainted, not only with the political divisions of the world, but with the various characteristics of those countries mentioned in their school-books, whether classical or English. The junior class, of 13 boys, had just begun to study.

Teacher.—The teacher, Mr. Cruickshank, has now occupied the position of a parochial schoolmaster nearly half a century. He seemed to me, despite his age, to conduct the business of the school-room with untiring zeal and great ability. I was particularly pleased with the kindliness of feeling that seemed to subsist between him and his pupils, with the liveliness of interest with which he regarded his young charge, and the high respect with which they looked upon their aged and able master; and from what I saw of him, I am sure that when he retires from the discharge of his very arduous, and now too laborious duties, he will be followed into his privacy by the best wishes and sincerest gratitude of all who have been his pupils.

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Endowment.—This establishment, in addition to the Endowment as a parochial school, enjoys very important advantages; a native of the parish, of the name of Smith, left for the maintenance and education of a certain number of poor boys, to be boarded and educated by the teacher, a considerable sum, which, in addition to a comfortable dwelling-house and good garden, yields him a yearly income of 40*l.* There are at present in the establishment nine boys. Mr. Cruickshank receives in return for the board, washing, education, books, and stationery of each, 20*l.* yearly; each boy receives from the fund 5*l.* yearly for clothing.

There was also left by a Mr. Menzies, to the schoolmaster of Fordyce, a glebe of ten acres, now valued at 30*s.* per acre, and of course yielding 15*l.* yearly. 17 bursaries founded by the late Mr. Ogilvy of Redhaven, and now in the gift of Lord Seafield, are attached to this school. Each bursar receives yearly eight bolls and a half of meal, 1*l.* in money, and 16*s.* 8*d.* for purchasing books.

The teacher receives from the funds 1*l.* yearly for each boy; there is also one bursary founded by the late Rev. Mr. Stewart; the bursar receives upwards of 20*l.* yearly, and for his education the teacher receives 1*l.* yearly.

Mr. Stewart, a farmer in the parish, founded two bursaries, the yearly value of each of which is to the bursar 6*l.*; the teacher receives 2*l.* a year for their education.

Mr. Watson founded a bursary, the yearly value of which to the bursar is 2*l.* 12*s.*; the teacher receives for the boys' education 10*s.* yearly.

II.—*Brodie's-ord partially endowed Subscription School.*

The school is situated in the southern extremity of the parish, about four miles south from the town of Portsoy; it was erected, about six years ago, from subscriptions raised among the farmers and others in the neighbourhood; it is built of stone and lime, and tiled; it is in tolerable repair; the tiles are somewhat injured by the weather, the walls are dirty, and the floor is earthen, and not in good order; it is pretty well ventilated and lighted, and is warmed by a fire of peats, which are placed on the hearth; dimensions of the school-room are, in length 18 feet, breadth 16½ feet, and height 10½ feet.

There is no play-ground attached to the school-house; the dwelling-house of the master, which is attached to the school-house, consists of two very small apartments, and in yearly rent may be valued at 2*l.*

Organization.—On the day of my visit there were 44 pupils, 29 boys and 15 girls, present. The number actually on the books was 48; the greatest number on the books during the last six months was 50, and the average daily attendance during summer was stated to be 45; the average age on entering school was stated to be between six and seven, and that of leaving between 13 and 14. The pupils were arranged in five classes. The youngest class, of two girls, read and spelt from Boards short sentences of monosyllables. The second class, of one girl, read and spelt from Lennie's Child's Ladder; they were regularly examined both on the words and substance of the lesson. The third class, consisting of 11, five girls and six boys, read and spelt from the New Testament; a very short portion of this is given out daily, for the purpose of securing that they shall have thoroughly

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mastered one lesson before being permitted to pass to another. They were examined upon the lesson in very good style. The more difficult words were clearly and skilfully explained, and the whole substance of the lesson thoroughly analyzed. One part of the exercise seemed to me almost merely mechanical: ex. gr. "Who looked upon Peter?" "The Lord."—"Upon whom did the Lord look?" "Peter,"&c.

The spelling was good; upon the whole the business of this class was most satisfactorily conducted.

Fourth class, consisting of eight boys, the average of whose ages was ten; read and spelt from the Bible. The passage read was from twenty-fifth chapter of Second Kings; six verses formed the lesson of the day. After these had been read fluently and correctly, Mr. Taylor questioned the children upon the more uncommon words, and also analyzed the lesson. This was done in a very spirited and intelligent manner. This class had also committed to memory the shorter Catechism which had been carefully explained to them. They were questioned on the following: "How did Christ, being the Son of God, become Man?" The answers were generally correct. The highest class, consisting of 22, seven girls and 15 boys, read and spelt from M'Culloch's Series of Lessons. The reading was by no means what I had expected, from the state of the junior class; it was characterized by frequent inaccuracies, and a general want of fluency. I examined them on the passage read; they answered with intelligence and spirit. The whole very satisfactory. The spelling was not good. The shorter Catechism had been committed to memory. It was not very accurately repeated, but I found, upon examination, that great care had been taken to make them thoroughly apprehend both the terms and substance of the various questions.

Arithmetic.—12 of the pupils were learning this branch. They were arranged in two classes. The junior class, consisting of three, had just begun the study, and were working the simple rules. The senior class, consisting of nine, one girl and eight boys, had advanced as far as proportion: two of the boys were doing vulgar and decimal fractions, and one practical mathematics, &c. Mr. Taylor devotes half an hour daily to the practice of the more necessary and common rules. His pupils had thus acquired great dexterity and accuracy in working sums in those rules which they had studied. They were also regularly and systematically examined in mental arithmetic, and the progress which they had made was highly creditable.

Upon the whole this department appeared to me very carefully and skilfully conducted.

Writing.—28 of the pupils were learning this branch, which was fairly taught. One boy was employed occasionally in ornamental writing.

Grammar.—There were only two who learned grammar. The text-book used was Lennie's. They parsed, from page 66, two or three somewhat complicated sentences with facility and general accuracy. It had been carefully and well taught.

Industrial.—I have already said that the school-house stands upon an extensive moor. From this Mr. T. has taken in a considerable portion, and laid it out as garden ground. Several of the boys voluntarily employ themselves in assisting Mr. T. to keep this in order, and

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in the arrangements of the various plots no inconsiderable degree of taste was displayed. The teacher, Mr. T., is a young unmarried man; he attended Marischal College, Aberdeen, only *one* session; but, both in point of attainment and ability, he seemed to me worthy of a far higher and more lucrative office. His whole income does not amount to more than 28*l.* yearly. This is made up from various sources. He receives from Lord Seafield, in addition to his dwelling-house, a yearly allowance of 4*l.* 4*s.* in money, and three bolls of oatmeal, valued at 2*l.*, and the school fees of the children average not more than 18*l.* 10*s.*

He has been occupied as a teacher nearly nine years. I recommended him to visit Aberdeen, Glasgow, and Edinburgh, for the purpose of seeing the best schools, and the most recent improvements in arrangements, classification, and method; but he stated that from his very scanty income, he would find very great difficulty in accomplishing what he recognized as extremely desirable and useful.

III.—*Sand-end Subscription School.*

The school-house is situated in the small fishing village of Sand-end, about two miles due west from Portsoy. The school was established about five years ago, by means of subscriptions among the inhabitants of the village. The present school-house is a recent erection; it is substantially built of stone and lime, and is tiled; it is sufficiently ventilated and warmed, but not well lighted; the floor is earthen. It is 22 feet by 16, and 8½ feet high. The situation is not good; it stands just by the side of the road, and is not in any way enclosed; there is no play-ground attached to the school. The school-house was sufficiently furnished with forms, benches, &c.; but here, as in numerous other instances, I had to regret that the arrangement of them was such as to occupy almost entirely the area of the school-house, and thereby to preclude the drill of more than one class at the same time. It is desirable to have six or seven feet in front of desks when arranged in classes, and an equal space on either side when placed in the centre of the room on the monitorial plan. The master is not furnished with any apparatus; there are no maps, globes, objects, and not even a black board. There is no library attached to the school.

The dwelling-house of the teacher, which forms one end of the building, consists of two small apartments, a room and closet, the valued rent of which is 15*s.*

There were present on the day of inspection 43 girls and 13 boys. The average daily attendance during summer was stated not to differ greatly from that during the winter months. The usual age of the pupils at the time of entering school was from three to seven, and that at leaving between 13 and 14. The fees were 2*s.*, 2*s.* 6*d.*, and 3*s.* per quarter.

The pupils were arranged in five classes. The youngest class, of three, two boys and a girl, were just beginning the alphabet. The second class, of 13, six boys and seven girls, read and spelt from the Schoolmaster's New Series, No. II. The reading and spelling were unsatisfactory.

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The third class, of five boys, read and spelt from Schoolmaster's New Series, No. III., and here also both reading and spelling were not good.

The fourth class, of 18, five girls and 13 boys, read and spelt from the New Testament; the reading was spiritless and slovenly, and the spelling pretty good. The shorter Catechism was committed to memory, and repeated on the Saturdays. The repetition was correct, but no attempt had been made to simplify and explain it.

The fifth class, of 16, one girl and 15 boys, whose ages varied from 10 to 16, read and spelt from the Bible; here the reading was fluent and generally correct. The shorter Catechism had also been committed to memory, and although unable to explain satisfactorily the meaning of the various statements, they were very accurately repeated.

Writing.—16 of the pupils were learning this branch, which seemed carefully taught.

Arithmetic.—15 were studying arithmetic. They were not arranged in classes, but were permitted to work their sums in their seats. Three were doing the simple rules, six were working the compound rules, three had advanced as far as proportion and fractions, and three had completed a course of common arithmetic. This branch seemed to have been taught without sufficient regard having been had to strict method, or to the necessity of explaining the principles of the various rules. These were the only branches taught.

Teacher.—The teacher, Mr. James Kisson, has been employed as a teacher during the last four years. He has not undergone any professional training, and received the whole of his education in a parochial school. His whole income does not exceed 26*l.* yearly; this he obtains from various sources: he receives from Lord Seafield an annual allowance of 3*l.*, from the clergyman 1*l.*; this, in addition to the valued rent of his dwelling-house, and the amount of school fees, which averages 20*l.*, makes up the above sum. He seemed to me to discharge with fidelity and care the duties of his office; and I am sure that were a man of his zeal and intelligence furnished with opportunities of witnessing what may be done by the method now pursued in our best schools, the improvement in classification and method would be very marked. The scantiness of his income precludes him from obtaining such knowledge as is requisite.

IV.—*Female Schools.*

In addition to these there are four dame-schools in the parish; three of these I visited. In the first I found 10 pupils present, three boys and seven girls, whose ages varied from four to fifteen. The branches taught were reading, writing, sewing, and knitting. The school was held in a small and remarkably neat and clean apartment, and the teacher, a young woman, seemed very well fitted for the duties of her office. The pupils, with one or two exceptions, had attended no other school.

The other two schools were greatly inferior in several respects to the above: they were held in small apartments occupied with furniture. The branches taught were reading and sewing. In the one I found 13 pupils, five boys and eight girls, whose ages varied from 13 to 14; in

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the other there were 23 pupils present, whose ages ranged from three to fifteen; and of these 86 pupils, only three had attended any other school; in other words, the only education they had received consisted of reading and sewing. The fees charged in these schools are 1*d.* and 1½*d.* weekly.

V.—*Sabbath Schools.*

There are three Sabbath schools in the parish; one of these is held in the church, and taught by the clergyman, assisted by four members of his congregation; the attendance averages 100, and the ages of the pupils range from six to twenty.

Another is held in the school-room at Sand-end; this is attended by 50, and the ages of the pupils are the same as before.

The third is held in the residence of one of the elders, in a district of the parish called Barnsmill. This school is attended by 35 pupils, whose ages, as before, range from six to twenty.

In addition to these invaluable seminaries the minister has a Bible class in the manse every Sabbath evening, the attendance at which is 86; and the pupils vary from 14 to 25.

The chief object of this class is to prepare the youth of the congregation for enrolling themselves as members of the church by partaking of the Sacrament of the Lord's Supper.

General Remarks.

This parish is tolerably well supplied with educational means. The parochial schoolmaster, as will be seen from the preceding account, enjoys peculiar advantages, and the consequence is that the education here given is of a higher kind, and embraces a greater range and extent of subjects than is usual. The two partially endowed schools, considering the numerous disadvantages under which the teachers labour, and especially the very scanty income which they enjoy, precluding them from taking means to acquaint themselves with recent and improved methods, may be said to be in a creditably efficient state; and the female schools, viewed in comparison with those in the neighbouring parishes, are good.

It cannot but be regretted, however, that here, as well as in almost every other parish, no means have been taken to establish an infant school, or to secure that the industrial training of the girls should be conducted by thoroughly qualified persons.

The general educational state of the parish, so far as that can be indicated by attendance upon such schools as have been described, may be learned thus:—

The total population of the parish, according to the last census, is 1722. The number actually present on the days of my visit, at all the schools, both male and female, was 192, or a ninth of the population. The greatest number present during the last six months may be stated as one-seventh, and the average daily attendance during the same period as one-eighth, of the whole population.

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QUOAD SACRA PARISH OF BUCKIE.

(Population 2418.)

There is no legally endowed school in this parish, and it will appear from the following statement that there are few districts where such an establishment is more desirable.

I.—*Adventure School, Buckie.*

The school-room which the teacher rents is 30 feet long, 13 broad, and 7½ high; it is in miserable repair; the floor is earthen, and very rough and rutted: the ventilation, heating, and lighting are bad. It is situated in the middle of the village, and there is no play-ground.

The school-room was not well furnished with forms and desks, and they were not well arranged. There was no school apparatus. On the day of my visit there were 34 pupils, all boys, present. The number actually on the books was 40. The average daily attendance during the last six months was 30, and the greatest number on the books during the same period 48. The youngest class of 40 boys were learning the alphabet. The second class, of one boy, read from Child's Instructor, No. I. The third class, of four boys, read from Child's Instructor, No. II. Only two of the pupils had books; they could not answer the very simplest questions on the subject of the lesson; they had evidently been unaccustomed to such an exercise. The fourth class, of one boy, read from the same book; he had advanced a few pages further than the preceding class. The fifth class, of six boys, read from No. III. of the Schoolmaster's Old Series. They were utterly ignorant of the very simplest facts of sacred history; ex. gr. "Who was Jesus?" "Who was his mother?" "Where was he born?" "What death did he die?" were questions which not one of them could answer. The sixth class, of nine boys, read and spelt from the New Testament; the reading and spelling were very bad; the shorter Catechism had been committed to memory, but no attempt had been made to explain it; it was repeated most inaccurately. The seventh class, of seven boys, read and spelt from the Bible in a very unsatisfactory manner: I questioned them on a passage read; their answers were not good; the spelling was fair; the shorter Catechism, which is learned only on Saturdays, was repeated very inaccurately, and in a very slovenly manner, and had not been explained. The eighth class, of two boys, read and spelt from Scott's Beauties; the reading and spelling were very fair, and they, upon being questioned on the subject read, answered well; they had recently left the parish school; they also repeated with correctness the shorter Catechism.

Arithmetic.—Only one boy was learning arithmetic; he was doing Reduction.

Writing.—Eleven were learning this branch, which was carelessly taught.

Teacher.—The teacher, Mr. Badenoch, received the whole of his education in the parish of Bellie; being unsuccessful in keeping a small shop, he betook himself to teaching, in which he has been occupied four years; his whole income does not exceed 10*l.* 10*s.*

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II.—*Adventure School.*

This school is also situated in the village of Buckie. The school-room is a miserable apartment, 21 feet long, 17 broad, and about 7 high; the floor is covered with flags, each broken into a dozen of fragments; the apartment is not well lighted or ventilated, and indeed its whole aspect is cheerless and miserable in the extreme.

The master resides in a very small apartment in the other end of the building, the only partition between this and the school-room being two large boards placed erect, one side forming the end of the school-room, and the other the back of the teacher's bed.

There was a sufficient supply of forms and desks, not well arranged; there was no school apparatus.

On the day of my visit there were 23 pupils present; the number on the books was 32. The average daily attendance during the last six months was 36, and the greatest number on the books during the same period was 42. The age at which pupils usually enter was six, and that at which they commonly leave was stated to be 15. The fees were 2*s.*, 2*s.* 6*d.* and 3*s.* 6*d.*, per quarter.

I heard the highest class read from Scott's Beauties; the reading and spelling were unsatisfactory; the lessons did not appear to be carefully and systematically explained; indeed the process seemed confined to what was merely mechanical.

Writing.—Eleven of the pupils were learning to write.

Arithmetic.—Seven were studying arithmetic; three of them had made considerable progress, but upon examination they were found to be ignorant of the principles of the various rules.

Teacher.—The Teacher, Mr. William Cowie, received the whole of his education in the parochial school of Ruthven. He never received any instructions in the art of teaching. His whole income does not exceed 15*l.*

III.—*Adventure School.*

This school is held in two apartments, the one entering from the other; these serve also for the residence of the schoolmistress. The number present on the day of my visit was 39, 24 girls and 15 boys, whose ages varied from 4 to 15; the number actually on the books was 50. The average daily attendance during the last six months was 35, and the greatest number on the books during the same period was 50. The fees were 1*s.* 6*d.*, 2*s.*, 2*s.* 6*d.*, and 3*s.* The branches taught: reading, writing, arithmetic, grammar, sewing, and knitting. I examined the two highest classes.

The junior class consists of six, four girls and two boys; read from Scott's Lessons; the reading was by no means good; they had been examined orally on the definitions of the various parts of speech.

The senior class, consisting of six, four girls and two boys, read and spelt from M'Culloch's Series of Lessons; the lesson was at p. 213, "Religion more important than Learning;" the spelling was good, they had also been exercised upon some of the more common prefixes and affixes, such as "fy," "mi," "un," "il," "ig;" I examined them on the subject of the lesson, and they answered pretty well; they could parse a little.

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Arithmetic.—Twelve of the pupils were studying this branch, which was tolerably well taught; all the girls learned knitting and sewing.

Writing.—Twenty-five were learning this branch, which was tolerably well taught; all the girls learned knitting and sewing.

The teacher, Miss Geddes, is a Roman Catholic; and although the authorised version of the Bible is read in the school, and the schoolmistress, at her own discretion, examines all the children, whether Protestants or Roman Catholics, on the Scripture lessons of the day, no complaints have ever been made. There is no catechism taught in the school.

IV.—*Adventure School.*

This is a female school for the better classes in the parish. The number of the pupils present on the day of my visit was 25, whose ages ranged from 16 to 15.

The branches taught are reading, writing, arithmetic, geography, history, grammar, music, and needlework. The pupils attend no other school. The fees were from 2*s.* 6*d.* to 17*s.* 6*d.* a quarter.

V.—*Dame Schools.*

In addition to the schools enumerated above are four dame schools, attended in all by 110 pupils, whose ages ranged from 4 to 10; considerably more than two-thirds of them were girls; the only branches taught were reading and knitting, and the fees were 1*s.* per quarter.

The first that I visited was held in a small furnished apartment with earthen floor; it was very clean and neat. The schoolmistress receives a yearly allowance of 4*l.* from the Society for Propagating Christian Knowledge. There were 15 pupils present, 13 girls and 2 boys.

The second was in every respect inferior to this; the apartment was very dirty and miserable-looking. The schoolmistress was dressed in a very slovenly manner, and busily engaged in spinning, while one of the children was standing by her side, and occupied in spelling out his lesson amidst the noise of the spinning-wheel.

The rest of the pupils seemed to be idle. There were 15 present, 10 girls and 5 boys.

The third was vastly superior; it was held in a furnished apartment, but it was clean and orderly. The children were neatly arranged on seats. There were 54 pupils present, 34 girls and 20 boys. The greater proportion were children of Roman Catholics, and I found the mistress teaching *their* Catechism, that of the English church, and our own shorter Catechism.

The fourth was much inferior to the preceding. The apartment was a very miserable one. During the school hours the whole furniture was thrown into the bed, which stood in one corner, and the children were seated on rough deals raised on stones placed for the purpose.

There were 26 pupils present. The mistress is an Episcopalian, and she stated that she could not venture to teach the English and Scotch church Catechisms lest the children of Roman Catholics should be removed from her school.

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General Remarks.

I have not met any district more lamentably deficient than this, both in the extent, nature, and efficiency of its educational means. No attempt seems to have been made, by those whose duty it is to attend to the wants of the population, to supply them with good schools. The heritors seem to have done nothing; but now that there has been erected in the district a parish church, it may be hoped that the exertions of a resident clergyman will be speedily directed to so important an object as the establishment of something like a complete and efficient parochial economy; and from what I saw of the anxiety existing in the minds of the people themselves, I am sure he will obtain from them every encouragement, and all the aid they have at their command. I hope to see on my return to Buckie an educational establishment embracing an infant, industrial, and juvenile school; such an institution is absolutely necessary for the moral amelioration and elevation of its population.

Parish of Boyndie.

Buildings.—The situation of the parochial school is well chosen. It stands on the face of a rising ground in the centre of the parish, the greater part of the population lying at the extremities.

It is substantially built of stone and lime; it is slated and in good repair; it is sufficiently lighted, and is well warmed by a stove. The ventilation seems to be adequately secured.

It is large enough for the accommodation of those who resort to it. Its dimensions within walls are 30 feet by 18, and 12 feet high.

There is also situated behind the school-house a play-ground of the extent of half an acre; it is not enclosed, and is unfurnished with gymnastic apparatus.

Schoolmaster's Dwelling-house.—The dwelling-house of the schoolmaster is attached to the school-house; it contains a room, kitchen, and two small bed-rooms. His garden, situated in front of his dwelling-house, and having a fine southern exposure, is about a quarter of an acre in extent; it is well enclosed.

Organization and Discipline.—The school-room was sufficiently furnished with forms, desks, &c.

These were so arranged as to leave a sufficiently large area for the drill of the various classes. Bonnets, cloaks, &c. were brought into the school-room, although there is a small lobby inside the entrance porch, where they might with convenience be hung. On the day of my visit the weather was extremely unpropitious, and in consequence there were only a few pupils present. On the two previous days, it was stated to me that there were 28 in attendance. The greatest number on the books during the last six months is 51, and the average daily attendance during the same period is 38.

Registers of attendance are carefully kept. The following Table presents a view of the attendance during the last year. The school opened on 14th October, 1841; there were present on that day only five.

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Second week (ending 23rd Oct.)	14 present.	Twelfth week	48 present.
Third week	19 —	Thirteenth week	48 —
Fourth week	21 —	Fourteenth week	49 —
Fifth week	25 —	Fifteenth week	51 —
Sixth week	25 —	Sixteenth week	51 —
Seventh week	30 —	Seventeenth week	51 —
Eighth week	38 —	Eighteenth week	51 —
Ninth week	42 —	Nineteenth week	51 —
Tenth week	46 —	Twentieth week	51 —
Eleventh week	47 —	Twenty-first week	51 —
		Twenty-second week	51 —

After having obtained answers to the queries with which I was furnished, I deemed it unnecessary to spend time in the examination of the seven pupils who were present; one of these was a lad of 18, employed in the study of Latin. I heard him read Cæsar, lib. iv. cap. 30: this he did extremely well. There were also two boys who had gone through arithmetic; I gave them several exercises in practice, which they wrought with accuracy and expedition.

I regret that circumstances prevented me from seeing this school in its usual state. From the registers it appears that not more than one-fourth of the population of school age had at any time been in attendance; and from the circumstance of the teachers of the other schools in the parish being inferior to the endowed schoolmaster in point of attainment, and not remarkable either for tact or efficiency in teaching even the ordinary branches, I had reason to fear that the scanty attendance at this the parochial school was to be attributed to other causes than those necessarily incident to the nature of the locality or the character of the population.

Whitehills Subscription School.

This school is situated in the small fishing village of Whitehills, about a mile from the parochial school, and nearly two miles to the west of the town of Banff. It was established about 10 years ago from subscriptions raised among the inhabitants of the village and neighbourhood. The master receives from the Earl of Seafield a yearly allowance of 4*l.* 4*s.* in money, and three bolls of meal; this, in addition to the amount of the yearly collections, which average 7*l.*, and the school fees, which may be stated at 24*l.* yearly, and his dwelling-house, the yearly rent of which is valued at 4*l.*, yields an income of little more than 40*l.*

The school-house, which is 34 feet by 17, and 10 feet high, forms the lower portion of the building; it is in tolerable repair, but it is neither well warmed nor well lighted.

The floor is earthen, and full of deep ruts, and the windows are far too small; the ventilation is also bad. The schoolmaster's dwelling-house, which forms the second story of the building, consists of four apartments, and is in good repair. There were 40 pupils, 32 boys and 8 girls, present at the time of inspection. The greatest number on the books during the last six months was stated to be 56, and the average daily attendance during the same period was 36. The ages of

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the pupils ranged from 6 to 15. The fees were 2*s.* 6*d.*, 3*s.*, and 3*s.* 6*d.* per quarter.

The school-room was not well furnished with forms and desks, and the whole apparatus consisted of a black board and three maps.

The school was divided into four classes. The highest class, consisting of 17 boys, whose ages ranged from 19 to 15, read from the Bible in the forenoon, and from Chambers's Introduction to the Sciences in the afternoon; they read a lesson, "On Water," from the latter work. The reading was by no means good; it was very deficient in accuracy, spirit, and intelligence. The examination, however, on the passage was conducted by the master with considerable skill and energy. The spelling was good. I afterwards exercised them in writing to dictation: in this they completely failed; not more than one did it with tolerable accuracy.

They were then examined as to the extent of their religious knowledge. The shorter Catechism had been committed to memory, and various questions contained in it were analyzed and explained with some skill, and a good amount of scriptural and useful information had been communicated.

They were also examined in the knowledge of Scripture history; this was very good, and exhibited accurate acquaintance with the subject, which was highly creditable to the industry and efficiency of the master: while the lesson was given, constant references to the map were made.

The second class, of 13 boys and 2 girls, whose ages ranged from 7 to 13; read the New Testament; the lesson of the day was Luke, chapter 14. The reading was not good, and upon my examining them on the subject of the lesson their answers were very unsatisfactory; the spelling also was very bad. This class had also committed to memory the shorter Catechism; it had not been carefully explained to them; the exercise was more an effort of memory than anything else.

The third class consisted of three boys, who were just beginning.

The fourth class consisted of five girls, who attend an hour and a half daily, chiefly for writing; they also read a lesson from the Bible; they read with great difficulty, and were very deficient in spelling; they had also committed to memory the shorter Catechism.

Writing.—35 of the pupils, 8 girls and 27 boys, were learning writing; this branch seemed to be taught with considerable care and success.

Arithmetic.—17 of the pupils, all boys, were learning this branch; 10 were working the simple rules, 4 had advanced as far as the compound rules, and 3 were employed in working sums in vulgar and decimal fractions.

An attempt had been made to explain the principles of the various rules. They had not been exercised in mental arithmetic, but the master recognized its great utility, and promised to devote some attention to it.

Geography.—I was particularly well pleased to find so large a proportion of the pupils learning this branch; 27 of those present received systematic instructions in geography. They were arranged in four different classes, according to their ages and the proficiency they had made; they were examined in various maps, and their knowledge,

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both in extent and accuracy, was highly creditable to both teacher and pupil.

Religious Instruction.—I have already stated that the most advanced class exhibited a very considerable amount of religious and scriptural knowledge. The shorter Catechism had been carefully committed to memory, and had also been skilfully analyzed and explained, and their acquaintance with the facts and narrative of Scripture was considerable. It seemed to me that an amount of time and labour had been bestowed upon this department of the instruction of the elder classes altogether disproportionate to that given to the religious instruction and training of the younger classes; in these classes little more seemed to have been attempted than the repetition of the catechism; sufficient care had not been taken to explain and analyze what had been committed to memory; it was almost a mere exercise of memory. The school is closed, but not opened, with prayer.

Teacher.—Mr. Alexander Scott has been employed in the practice of his profession during the last 10 years. He attended college for two sessions, and spent several weeks in the Edinburgh sessional school, for the purpose of making himself acquainted with the newest and best methods. He seemed to me to be well fitted to conduct the business of such a school. He teaches with considerable skill, and infuses into the processes of examination a good amount of energy and spirit.

Blairmaud Subscription School.

The school-house is situated in the south-western extremity of the parish, about three miles from the parochial school, and nearly six miles from the town of Banff. The school was established in 1822, but the present building was erected by means of subscriptions raised in the parish in 1830. It is a plain building of stone and lime, and covered with tiles; the floor is earthen; it is pretty well lighted and ventilated, but not well warmed; its dimensions are, in length, 22 feet, in breadth 16 feet, and in height 9½ feet.

Attached to the school-house is the schoolmaster's dwelling-house, consisting of three small apartments; it is well located for the convenience of the population in the district, but the site is extremely damp and unhealthy; on the day of my visit large pools of water surrounded the door.

There is no play-ground attached to it, and the ground in the immediate neighbourhood must be, during a great part of the year, quite unfit for such a purpose.

There were thirteen pupils present on the day of inspection; I examined them all, and requested the master also to conduct the business in the usual way; the whole was very unsatisfactory; the reading was *slovenly*, *inaccurate*, and spiritless, and the utility of the examination instituted by the master may be judged of from the following specimens: the class had read a chapter of the New Testament, and after I had failed in getting any intelligent answers from them, either in the substance or words of the passage which they had read, I requested the master to give me a specimen of the mode which he usually adopted; the result was literally thus:—

What is the meaning of "to?"—In addition to.

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What is the meaning of "the?"—Particular.
What is the meaning of "and?"—Added to.
What is the meaning of "by?"—Denoting the first cause or means.

These were the only questions put, and the answers were all given by one boy, who was the teacher's son.

The only other branches were writing and arithmetic, which had been taught in a most unsatisfactory manner.

The only religious instruction given consisted, first, of Bible reading, which was confined to those children who used it as a lesson book, and which had been unaccompanied even with an attempt to fix in the mind or impress upon the heart the truths contained in the lessons of the day; and, second, of the repetition of questions contained in the shorter Catechism: no attempt had been made to analyze and explain them, so as to lodge in the minds of the pupils anything more than the words; it was a mere exercise of the memory. The school was opened and closed with prayer.

The teacher, Mr. Francis Reid, had been occupied in the present profession 20 years; he was originally a saddler; he is a married man with a family; he seemed to be very inefficient. I had no opportunity of judging of his attainments, but of his skill and ability of discharging the duties of a schoolmaster I can speak in no other than very disparaging terms: he does not confine himself to the duties of his schoolroom, but devotes a considerable time and attention to the cultivation of a few acres of land which he rents. Altogether the school was in a most unsatisfactory state.

Infant School.

This school is situated in the village of Whitehills, and was established about three years ago, by means of subscriptions raised in the parish and neighbourhood. The site which it occupies is nearly 23½ yards in extent. The school-house is a neat and substantial building of stone and lime, tiled, and in very good repair; its dimensions are, in length 30 feet, breadth 15 feet, and height 10 feet; it contains a gallery capable of accommodating 100 children. It is sufficiently lighted and ventilated, but not well warmed; there is only one fire-place; a stove is required in addition to this. There is an extensive play-ground in front of the school-house, part of which is very neatly laid out as garden-ground, and the whole is enclosed by a stone wall several feet high.

The schoolmistress's dwelling-house contains two apartments, and in yearly rent is valued at 2*l.*

On the day of my visit there were 45 pupils present, 27 girls and 18 boys, whose ages ranged from two to eight. Here, as in almost every school of the same description, I had to regret the presence of a considerable number beyond the age of those to whom the exercises peculiar to an infant school are applicable and beneficial; I discouraged the practice of continuing children at such schools after they had attained the age of seven, as being apt, by distracting the attention of the mistress, to strip such institutions of their peculiar characteristics.

The branches taught were those usually found in infant schools, with the addition of sewing and knitting for the elder pupils. The fee was only 1*d.* weekly for each child. The greatest number on the books

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during the last six months was 56, the average daily attendance during the same period was 40. It was stated that the value of the institution was becoming more apparent to the population of the district, and that the numbers were consequently on the increase,

The school-room was well supplied with the necessary apparatus.

I heard the children examined in their various exercises, and had reason to be highly satisfied with the success and zeal of the mistress.

The only error which I had occasion to point out was that the exercises were not always within the reach of the intelligence of the pupils.

The schoolmistress, who is appointed by the managers, and receives a yearly salary of 15*l.* with a free dwelling-house, has been occupied in teaching the last three years. She has not undergone any course of professional training, but has attended for nearly two months the infant school at Portsoy, which is very well conducted, for the purpose of acquiring a knowledge of the methods usually adopted; upon the whole she seemed to be very well fitted for her duties.

These were, with the exception of a dame school in the village of Whitehills, all the schools in the parish. It appears, from what has been stated above, that the greatest number in attendance *at all* these schools during the last six months, comprehending the winter season, during which schools in the country are best attended, is 193, somewhat less than an eighth of the population; that the average daily attendance during the same period was 140, somewhat less than an eleventh; and that at the time of inspection the actual attendance was 126, nearly one-twelfth of the population. It will be remembered, that in these numbers are included a considerable number of children from two to five years of age; and when it is stated that in at least one of the schools the instructions imparted are very limited in extent, and cannot, from the manner in which they have been given, be regarded in any other light than merely mechanical exercises of memory, it must be obvious that, as to its educational state, this parish is in a very unsatisfactory condition.

Sabbath Schools.

There are several of these invaluable institutions in the parish, all under the immediate superintendence of the clergymen.

That in the village of Whitehills, which is taught by Mr. Scott and the other members of the congregation, is attended by 85 pupils, whose ages range from 7 to 18.

Another, held in a district of the parish called Cairntown, and taught by two members o fthe congregation, is attended by 25 pupils, whose ages range from 5 to 15.

Another, held in the manor, and taught by the wife of the clergyman, is attended by 25 pupils, whose ages vary from 5 to 15.

In addition to these the minister has a Bible class, which meets weekly, and is attended by 50 pupils, whose ages range from 15 to 25.

It appears, then, that out of a population of 1501 there are 185 individuals under direct religious instruction every Sabbath day. I was not in the parish on Sunday, and am therefore unable to give an opinion as to the efficiency with which these classes are conducted; but the simple statement of these facts is sufficient to demonstrate the anxiety and zeal of those whose duty it is to superintend the moral and religious

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education of the parish, to train up the population in the way that they should go.

PARISH OF ORDIQUHILL.

The site of the parochial school is well chosen.

It is healthy, and in a convenient locality for the population. It lies in a south-easterly direction, and at the distance of 10 miles from the town of Keith.

It was erected about forty years ago. The building consists of stone and lime, and is slated; it is sufficiently lighted, ventilated, and warmed, but the floor is earthen, and the whole is in bad repair.

The dwelling-house of the schoolmaster, which is attached to the school-house, consists of four small apartments, some of which are in extremely bad repair.

There is no play-ground attached to the school-house.

The school-room was sufficiently furnished with forms, desks, &c.; but these were so placed as to occupy almost the whole area, and thereby preclude the master from having more than one class on the floor at a time.

The apparatus consisted of one black board, and a whole set of small maps published by Lumsden at 3*d*. each.

The master stated that he occasionally employed monitors. Although there was no library attached to the school, there exists one in the parish for the adults, and one attached to the Sabbath schools for the children.

The number of pupils present at the time of inspection was 37, and their ages varied from 5 to 15. The fees charged are 2*s*., 2*s*. 6*d*., and 3*s*. The greatest number on the books during the last six months was 73; the average daily attendance during the same period was 60, and the number actually on the books was 55. The fees were 2*s*., 2*s*. 6*d*., and 3*s*., and the ages of those present ranged from 3 to 15. The school was divided into five classes. The youngest class, consisting of two boys, were learning the alphabet. The second class, consisting of three boys, were reading lessons of monosyllables. The third class, of two girls and six boys, read and spelt from the New Testament, and repeated the shorter Catechism. The fourth class, of five girls and eight boys, read and spelt from the Bible, and repeated the shorter Catechism. The fifth class, of 11 boys, read and spelt from the Schoolmaster's New Series, No. V.

The last three classes were examined by the master in the substance and words of their lesson; but, owing either to the manner in which the process was conducted, or to the infrequency with which they had been subjected to the exercise, the answers given by the pupils were not very satisfactory. The reading was frequently deficient in accuracy, and always destitute of spirit and intelligence. The shorter Catechism had been committed to memory, and some care had been taken to explain it.

Arithmetic.—Seventeen of the pupils were learning this branch; seven boys were learning the simple rules, four were doing the compound rules, and the remaining six had gone through common arithmetic. This branch appeared to be well taught.

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They had not been exercised in mental arithmetic, and even the more advanced boys were unable to work in this manner the very simplest exercises.

Writing.—Thirty were learning this branch. It was carefully taught.

Grammar.—The more advanced class, consisting of four boys, had made very considerable progress; they parsed and construed remarkably well. This branch was very well taught. The principles had been clearly and thoroughly explained, and the pupils could consequently give a reason for every thing stated.

The junior class, of three boys, were beginning the study.

Geography.—Sixteen of the pupils were studying geography. This had been taught with very great care and considerable skill. Their proficiency in this branch was highly creditable.

Latin.—Six boys were studying Latin. They were at various stages of advancement. Two boys read Mair's Introduction and Adams's Latin Lessons. They had been very carefully and skilfully trained.

Religious Instruction.—This consisted of Bible reading, and the repetition of catechisms. It did not appear to me that sufficient care had been taken to explain and analyze what had been read and committed to memory. It was more of a mechanical exercise than an intellectural, moral, and religious training.

Teacher.—Mr. Cruickshank has been a teacher for the last 20 years. He went through a complete literary and philosophical course at the University of Aberdeen, and was enrolled three sessions as a student in the Divinity Hall. In point of attainment he is eminently fitted to conduct the business of instruction; and, indeed, this is demonstrable from the fact, that almost every year he sends boys to the university, who are frequently successful in obtaining by competition the highest bursaries. He has not, however, had any opportunities of witnessing the recent and improved methods of organizing and conducting a promiscuous school, and did not appear to me very successful in imparting life and vigour to all the business of the school-room. His efforts, steady and zealous as they evidently had been, failed in producing the best results, from this want of acquaintance with those methods which enable a teacher to keep every child in the school-room actively, usefully, and constantly employed. I did not hesitate to recommend him to visit some of our best-conducted seminaries in Aberdeen, Glasgow, and Edinburgh.

Female School.

This school is situated in the small village of Cornhill, at a distance of a mile from the parochial school. It is held in the apartment of a dwelling-house, 12 feet by 16, and about 8 feet in height. It was remarkably neat and clean. The schoolmistress, Miss Leslie, had a small endowment and free school-room from Colonel Gordon of Park. There were 42 pupils, 12 boys and 30 girls, present on the day of my visit; their ages varied from 4 to 16. The branches taught were reading, writing, arithmetic, the elements of grammar, and knitting and sewing. The school was divided into six classes. The youngest class, consisting of one boy and two girls, were learning the alphabet; the second class, of three girls, read and spelt from M'Culloch's Second Book; the third class, of two girls, read and spelt from the Schoolmaster's New Series, No. II.; the fourth class, of six boys and three girls,

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read and spelt from the New Testament; the fifth class, of five boys and one girl, read and spelt from "The Proverbs of Solomon," published separately as a school-book; and the sixth class, of 19 girls, read and spelt from the Bible, and repeated the shorter Catechism.

The writing was not good, and the mere elements of arithmetic were taught, as in an infant school, from the ball frame.

I was very much pleased with the zeal and diligence manifested by Miss Leslie; but, owing to the arrangements which, from the very various ages and capacities of her pupils, she was compelled to make, and especially from the number and variety of branches of instruction which demanded some show of her attention, I cannot say that the school was in a satisfactory state, and cannot but express my regret that a more definite and manageable duty had been assigned to her. I continued in this and every such case to impress upon the minds of the clergyman, and the other superintendents of the school, that whenever the female teacher to whom has been assigned the infant and industrial training of the children of a parish is permitted to trench upon the province and interfere with the duties of the parochial or other well-qualified instructors, the necessary result is an interference with the success and efficiency of both departments. These were the only schools in the parish, the population of which, according to the census of 1841, is 637. It appears, then, that on the day of my visit there were actually under instruction 79 pupils, or one-eighth of the population; these varied in age from four to sixteen. The teachers are well fitted for their respective duties; and were an arrangement made by which Miss Leslie should have assigned to her the infant and industrial training, and Mr. Cruickshank be intrusted with the sole management of the more advanced departments, a very great improvement would be effected; and, in the event of Mr. Cruickshank resolving to introduce the recent improvements in arrangement and method, efforts should also be made to secure from the heritors a spacious play-ground fitted up with the necessary apparatus; and it cannot be doubted that were an application made to them, they would provide the school-room with the necessary maps, objects, &c.

Parish of Deskford.

(Population 869.)

Parochial School.

The school-house is situated in the village of Deskford, and stands about four miles due south from Cullen; it was erected in the year 1817; the situation is healthy, and well chosen for the population. The building consists of stone and lime, is slated, and in excellent repair; it is sufficiently lighted, heated, and ventilated. The dimensions of the school-room are, in length 24 feet, breadth 16, and height 8; it is sufficiently large for the accommodation of all who resort to it.

There is no play-ground attached to it. The dwelling-house of the teacher is attached to the school-house, and consists of kitchen, two

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rooms, one closet, and attics. The garden is one quarter of an acre in extent.

The school-room is well furnished with forms, desks, &c., but I had to regret that they were not arranged so as to leave sufficient space for the exercises of the various classes. The whole apparatus consisted of a black board and six maps; there was no collection of objects of natural history, neither was any library attached to the school.

On the day of my visit there were 37 pupils present, 19 boys and 18 girls; the average daily attendance during the last six months was 40, and the greatest number on the books during the same period was 50; the attendance during summer was stated to be 45, and that during winter 50; the ages of the pupils ranged from five to fourteen. The fees were 2*s.*, 2*s.* 6*d.*, 3*s.* 6*d.*, and 5*s.* per quarter. The pupils were arranged in four classes. The youngest class, consisting of two, were learning the alphabet, which was read from one of the boards published by the Irish Commissioners. The second class, of one boy, read short sentences of monosyllables from one of the same set of boards. The third class, which consisted of nine, five girls and four boys, read and spelt from Lennie's Child's Ladder; they were examined on the words and sentences of the passage; read and answered pretty well.

They had also committed to memory the shorter Catechism, which had been explained to them. The master, in his examination of this branch, confined himself almost exclusively to the questions contained in the edition of the Catechism published by Gall; the knowledge of Scripture doctrine which the children exhibited was creditable.

The fourth class, consisting of 20, 7 girls and 13 boys, read and spelt from the Bible, and also from No. IV. of the Schoolmaster's New Series; the lesson was the "Swallow," p. 36; the reading was fluent, and generally correct, but spiritless and somewhat unintelligent: they were examined upon the lesson; the spelling was not always accurate. I found here, as well as in several other schools in this district, that the children were required to give the meaning of the word after they had spelt it; this exercise is in itself a good one: I noticed, however, that the synonyme assigned was frequently more difficult to understand than that in explanation of which it was given; the exercise should be made really intellectual.

The shorter Catechism had been committed to memory, and care had been taken to explain it; they answered various questions which I put to them on faith and repentance unto life, in a satisfactory manner.

Grammar.—They had also begun the study of grammar; they have mastered the definitions of the various parts of speech, and could parse *intelligently, and with general accuracy*, simple sentences.

Arithmetic.—Only four of the pupils were studying this branch; two boys had advanced as far as simple proportion, and the other two were doing sums in multiplication.

Writing.—This branch was being learned by 28 of the pupils; the style of writing was good, but the copy-books were not remarkably clean.

Geography.—Only two boys were learning geography; they had made very inconsiderable progress.

Latin.—One boy was studying the rudiments.

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The Teacher.—Mr. George Wright is a preacher of the Church of Scotland; he has taught for 36 years; he has taken considerable trouble, and put himself to very great expense, in making himself acquainted with the best method of organizing and conducting schools; he had visited Edinburgh and other places for the purpose of seeing the best institutions there, and has introduced, with considerable success, various changes suggested to him during his professional tour.

His whole income may amount to nearly 100*l.*; he has the maximum salary of 34*l.* 4*s.* 4½*d.*; he receives a yearly allowance of 3*l.* as Sessions Clerk, and 1*l.* 1*s.* as Assessor; his yearly allowance from the trustees of Dick's bequest may be rated at 32*l.*, and the valued rent of his dwelling-house is 10*l.*

Adventure School.

This school is held in a small apartment, ill lighted, and having no means of ventilation; the floor is earthen, and indeed the whole aspect of the school-room is very miserable; it is not well furnished with forms, desks, &c., and the master is not provided with apparatus of any kind; there is no black board, &c.

There were 17 pupils present on the day of inspection, and their ages varied from six to thirteen. The fees were 1*s.* 6*d.*, 2*s.*, 2*s.* 6*d.*, and 3*s.*

The youngest class, of one girl, read and spelt from "The Proverbs of Solomon," published separately as a school-book; the lesson of the day was entirely beyond her comprehension; both the reading and the spelling were very unsatisfactory. The second class, of two boys, read and spelt from the New Testament: the lesson of the day was read in a very indifferent manner; the spelling was bad; they had also committed to memory the shorter Catechism, some of the questions of which they were requested to repeat, which they did very inaccurately, and in a style manifesting that the exercise had been one of mere memory.

The third class, of seven, two girls and five boys, read and spelt from the Bible: here the reading was fluent, and generally correct; the spelling also was more satisfactory; the shorter Catechism had been committed to memory; care had not been taken to explain this as it had been learned.

Arithmetic.—Only two of the pupils were studying this branch; they were working sums in simple multiplication.

Writing.—Ten were learning this branch; it was but indifferently taught.

The Teacher.—Mr. William Smith had received no professional training of any kind; having been unsuccessful in a former occupation, he had betaken himself to teaching as a means of subsistence.

Dame School.

This is held in a small apartment, which on the day of my visit was particularly clean. The number of pupils present was 32, 8 boys and 24 girls; their ages ranged from four to twelve. The branches taught were reading, sewing, and knitting, and the fees charged were 1*s.* 6*d.* and 2*s.* per quarter. It was stated to me that five girls who receive their education in the other branches at the parochial school resort hither for the purpose of being taught to knit and sew. I heard the highest class read from the Bible, which they did tolerably well;

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the spelling was not good. The schoolmistress examined them on the substance of the chapter; read with intelligence, and some degree of skill. Religious instruction, so far as reading the Bible, and committing to memory the shorter Catechism, accompanied with such explanation as the schoolmistress could give, formed a prominent portion in the business. I had again to regret that, owing to circumstances which are common to this and other parishes, the children attending this school received no education but such as has been mentioned above. I here urged upon the minister the propriety of attempting to form some arrangement whereby the infant and industrial training of the children of the parish should be entirely committed into the hands of Miss Wilkie, and that the instruction in the higher branches should be obtained in the parish school.

Sabbath School.

There is at present only one Sabbath school in the parish. It is held in the church immediately after divine service, and the business is conducted by six male and two female teachers. The number at present in attendance is 61, and their ages range from six to twenty.

General Remarks.

This parish cannot be said to be in a very satisfactory state, so far as respects the nature, extent, and efficiency of educational means.

The population of the parish, according to the last census, is 869.

There were present at all the schools on the day of inspection 86 pupils, being only one-tenth of the population; and it must be borne in mind that considerably more than one-half of them attended seminaries in which only the most elementary branches could be taught. I entertain hopes, that in the event of my returning to this district I shall find that, from the zeal of the clergyman in educational matters, great improvements in the arrangements and disposal of the existing means shall have been made.

PARISH OF CULLEN.

The school-house is situated in the town of Cullen. The locality is healthy, and convenient for the population. The building, which was erected about 20 years ago, consists of stone and lime, is slated, and is in good repair. The dimensions of the school-room are 40 feet by 16, and nearly 12 feet high. It is sufficiently heated, lighted, and ventilated. There is a play-ground immediately behind the school; it is unenclosed, and is about an acre in extent. The dwelling-house of the teacher, which is attached to the school-house, consists of five rooms, two attics, and kitchen; to this is attached a good garden.

The school-room was well furnished with forms, desks, &c., and the arrangement of them was such as to leave a considerable space for the drill of the various classes. It was also well provided with school apparatus. There was a black board, and a complete set of the Irish school maps had been presented to the school by the magistrates of the burgh, and the master had supplied a terrestrial globe.

There was no library attached to the school. The number of pupils present on the day of inspection was 49, 4 girls and 45 boys.

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The number actually on the books was 78; the average daily attendance during the last six months was stated at 65, and the greatest number on the books during the same period was 105. The average daily attendance during the winter was not much greater than during the summer, the one being 65, the other 70.

The ages of the pupils varied from six to fourteen, and the fees were 2*s.*, 2*s.* 6*d.*, 3*s.* 6*d.*, 4*s.*, 5*s.*, 5*s.* 6*d.*, and 6*s.* per quarter. The pupils were arranged in five classes. The youngest class, of two, a boy and a girl, read and spelt from the Edinburgh Sessional School Book, No. II. They were also examined on the lesson. The whole was very unsatisfactory.

The second class, of twelve, 1 girl and 11 boys, read and spelt from the same book as the preceding class. The reading was very spiritless, and by no means generally accurate. There was no expedient adopted to keep up the attention and sustain the interest of the class. It was also observable that they had not been systematically encouraged to correct the statements made by each other. The examination of the lesson was conducted by the master with intelligence and skill; but, from the listless and uninterested appearance of the children while the process was going on, there was reason to fear, either that they were not regularly subjected to the exercise, or that sufficient care had not been taken to secure and rigidly enforce attention. The spelling was good, and the meaning of the word spelt was always assigned by the pupil. This class had committed to memory the shorter Catechism, and care had been taken to explain and analyze it.

The third class, consisting of 13, 2 girls and 11 boys, read and spelt from M'Culloch's Series of Lessons. The lesson read was that of the preceding day; this was done in a somewhat spiritless manner. Frequent mistakes were made, and no effort was used by the body of the class to correct this. The examination of the lessons was again conducted by the master skilfully and well. The spelling was generally accurate; and here, in addition to assigning the meaning of each word, the Latin roots were demanded, and in numerous instances given. They had been examined upon the more common prefixes and affixes. The shorter Catechism was also repeated and explained.

The fourth class, consisting of nine boys, read and spelt from M'Culloch's Series of Lessons. The reading of this class was good; the words were distinctly enunciated, and uttered in a firm and sufficiently loud tone. I examined them upon the lesson, and their answers were generally satisfactory. The spelling was good.

They had also mastered the more common prefixes and affixes, and had committed to memory the shorter Catechism. I examined them on various questions, and their answers showed considerable accuracy and extent of knowledge.

The fifth class, consisting of 13 boys, the average age of whom was between 13 and 14, read and spelt from the Bible, and from no other book. The lesson read was from the seventh chapter of Joshua; this was done correctly and fluently. They were thoroughly examined on the subject matter; but while the process was going on, the body of the class showed nothing like a due measure of attention and interest. This class had been taught etymology; upon this I examined them, and had reason to be satisfied with their proficiency. They spelt well.

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Arithmetic.—Twenty-nine of the pupils present were studying arithmetic. Five were working the simple rules; eight had advanced as far as the compound rules; four were employed in studying proportion, practice, interest, &c., and 12 had advanced beyond vulgar and decimal fractions.

Writing.—This branch was well taught; 45 of the pupils were learning it.

Grammar.—There were 19 grammar pupils. They were arranged in three classes. The youngest class, of five, two girls and three boys, had just begun the study.

The second class, of seven boys, could parse easy sentences with general correctness; they had been taught very well, and in the examination of them Mr. Macpherson exhibited very considerable skill and spirit.

The senior class, of seven boys, could parse well; they had been well taught.

Geography.—Only six were studying geography; they have gone over the maps of Europe, Scotland, England, and Ireland. I examined them generally on the map of Europe, and more particularly that of Scotland, which they knew well.

Latin.—There were three boys learning Latin. Two read Cæsar, lib. ii. cap. 5; they had been carefully taught. One boy read tolerably well the first eclogue of Virgil.

Teacher.—The teacher, Mr. Robert Macpherson, has been employed in his present occupation during the last six years. He has gone through a complete literary and philosophical course at the University of Aberdeen, and has completed his attendance at the Divinity Hall. Although he has undergone no special course of training as a teacher, he has embraced all the opportunities afforded him of becoming acquainted with the best methods, and for this purpose has visited the best schools in Edinburgh. From what has been stated above, it may be gathered that considerable improvements may be made in organization, and that the business is conducted in a somewhat spiritless manner. The former teacher, who is at present in the lunatic asylum, Aberdeen, is permitted to retain of the salary 29*l.* 19*s.* 11¼*d.*, and also receives from the trustees of the Dick bequest a yearly allowance of 32*l.* The income of Mr. Macpherson, which amounts to 113*l.*, is derived from various sources; he is allowed 5*l.* yearly from the allotted legal allowance of salary, the valued rent of his house and garden is 12*l.*, his yearly allowance from the trustees of Dick's bequest may be stated at 36*l.*, and the average yearly allowance of school fees is 40*l.*

Adventure School.

This school is situated in the town of Cullen. It is held in a building erected about 14 years ago, and was originally intended to be a weaving shop. It consists of stone and clay, is slated, and in good repair; the floor is earthen; it is sufficiently ventilated, lighted, and warmed; and its dimensions are, in length 36 feet, in breadth 16 feet, and in height 8 feet; it is rented by the teacher. It was well furnished with forms and desks, but these were so arranged as to occupy the greater part of the area of the school-room, and thus prevent the simultaneous exercise of various classes. There was no apparatus, no black

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board, maps, objects, &c., and no library was attached to the school. There were 74 pupils present on the day of my visit; the number actually on the books was 102. The average daily attendance during the last six months was 100; the greatest number of pupils during the same period was 120. The age at which the pupils are generally entered is 6, and that at which they usually leave school is 17. Their attendance is exceedingly irregular. The fees are 2*s.*, 2*s.* 6*d.*, and 3*s.* 6*d.* per quarter. The pupils are arranged in five classes.

The youngest class, of five boys, read and spelt words of one syllable from Barrie's Child's Assistant. They were not all exercised in spelling.

The second class, consisting of eight boys, read and spelt from "The Proverbs of Solomon," printed separately as a school-book. Here the lesson was not only far beyond their comprehension, but they were compelled to spell almost every other word; and after this had been done, the master was generally under the necessity of telling it, and then, before the class had mastered it, of passing on to the next. The reading and spelling were of course very unsatisfactory.

The third class, consisting of 25, 6 girls and 19 boys, read and spelt from the New Testament. I was much pleased with the order and attention to business that this class manifested. I may also state that the girls were all placed together at one end. The reading and spelling here were good. They had all committed to memory the shorter Catechism; this they repeated very inaccurately, and they did not seem very well to understand what they had learned.

The fourth class, of 13 boys, read and spelt from the Bible. This lesson was examined on by the teacher in an intelligent and somewhat skilful manner. This class had also committed to memory the shorter Catechism, on which I examined them, and I was much pleased with the intelligence of their answers.

The fifth class, of 23 boys, whose average age was between 11 and 12, also read and spelt from the Bible. This was done correctly and fluently. Their spelling was not good, and, compared with their reading, very unsatisfactory. The shorter Catechism was repeated and explained.

Writing.—This branch was well taught; 50 of the pupils were learning to write.

Arithmetic.—This branch was not taught in classes; 23 of the pupils were studying it; four were working the simple rules, three were learning reduction, five had advanced as far as the compound rules, five were doing proportion, practice, and interest, and six were working vulgar and decimal fractions. Two boys were studying practical mathematics. The teacher, Mr. James Young, was originally a clerk. He never received a university education, and does not profess to teach any other branches than those indicated above, together with grammar and geography. He has now been confined as a teacher for the last 12 years.

Portknockie (Rathven).

Partially Endowed School.

This school was established about 25 years ago. The present schoolhouse was erected in 1820, at the expense of the late Lord Seafield, and

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is very badly situated in the very midst of a crowded and dirty fishing village.

The building consists of stone and lime, is slated, and is not in good repair; the floor is earthen; the walls are very dirty; and there were five broken panes in the windows, which were filled up with pieces of wood. It was not sufficiently ventilated; the windows were not made to draw up. It was tolerably well warmed. The school-room was 38 feet by 16, and 9 feet high.

The schoolmaster is not provided with a dwelling-house, and there is no play-ground.

On the day of my visit there were 52 pupils present, 12 girls and 40 boys; the number actually on the books was 60, and the greatest number on the books during the last six months was 80. The age at which pupils were generally entered varied from five to seven, and that at which their attendance at school usually ceased between 11 and 12. The fees were 2*s*., 2*s*. 6*d*., 3*s*. The pupils were arranged in five classes.

The youngest class, of seven, six boys and one girl, were learning the alphabet. The second class, consisting of 19, 5 girls and 14 boys, read and spelt from No. II. of the Schoolmaster's New Series. Here the reading was very poor; it was enunciated in low and indistinct tones, and was very frequently inaccurate. No expedients were adopted to sustain the attention or to occupy the minds of the body of the class. The individual whose turn it was to read seemed the only person interested in the business. Their spelling was equally deficient. The third class, consisting of 16, 3 girls and 13 boys, read and spelt from No. III. of the Schoolmaster's New Series; the lesson was the "History of Christ."

Here again the reading was very bad. They were examined by the master on the passage read, in a very spiritless and unskilful style. Upon my questioning them on the subject, their ignorance was lamentable; not one could tell where Christ was born. The spelling lesson, which consisted of columns of long words, was said with some degree of accuracy. They commit to memory one of the questions in the shorter Catechism daily. Instead of the whole class repeating the same question each pupil said a different one. I examined them on this; the results were very unsatisfactory.

The fourth class, consisting of nine, three girls and six boys, read and spelt from No. IV. of the Schoolmaster's New Series. Here again both reading and spelling were spiritless and inaccurate; they had not been accustomed to hear the lesson explained to them.

This class repeat the shorter Catechism only on the Saturdays, and then each pupil has a distinct lesson for himself.

Arithmetic.—Only five boys were learning this branch; they were doing reduction, and one had advanced as far as simple proportion. It had not been well taught. They had no knowledge of the principles, and were very deficient in the practice even of the simple rules.

Writing.—Twenty were learning to write. This department also was unsatisfactory.

Grammar.—Only two were learning grammar; the text book used was Lennie's; they had just begun the study.

Teacher.—The teacher, Mr. Cameron, was originally a labourer. He

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received his education in a parochial school. He has undergone no training in the art of teaching, in the practice of which he has been occupied for the last eight years. He professes to teach no other than the elementary branches. The school is endowed to the extent of 5*l.*, and five bolls of meal, the yearly value of which is 4*l.* This sum of 9*l.*, together with the school fees, which average not more than 8*l.* a year, and the free use of the school-house, constitutes the whole income of the teacher.

Cullen Female School for the better Classes, conducted by Misses Brodie.

This school is endowed to the extent of 25*l.* yearly. The branches taught are reading, writing, arithmetic, grammar, geography, drawing, music, French, and needlework; the fees were from 4*l.* to 1*l.* per quarter.

On the day of my visit there were 23 pupils present, 14 of whom were learning to write; 6 were studying arithmetic, 12 grammar, 2 geography, 3 French, 4 music, 2 drawing, 20 needlework; the whole were learning to read. I heard and examined the highest class, consisting of 12 girls, whose ages ranged from eight to fifteen. They read, from M'Culloch's Series of Lessons, a lesson on the structure of animals. The reading was distinct, accurate, and intelligent; the spelling also was good; and they were examined on the lesson by Miss Brodie with very considerable spirit and skill, and, upon being subjected by me to an examination upon the passage read, answered with an amount of readiness and confidence that showed the care and success with which they had been trained. They also repeated the shorter Catechism. They were also examined in grammar; they had made considerable progress, and parsed with great facility and general accuracy. The whole was very satisfactory.

Infant School, Cullen.

This school was established in 1839 by the late Honourable Mrs. Grant of Grant, who left to the teacher a yearly allowance of 15*l.* 15*s.*, and a free school-house and dwelling-house consisting of two rooms, kitchen, and small closet.

One of the apartments of the dwelling-house is fitted up as the school-room. It contains a gallery capable of accommodating seventy children. It is well furnished with all the necessary apparatus. It is sufficiently lighted, heated, and ventilated, but it is far too small for the accommodation of those who resort to it. There is also a spacious playground set apart for the use of the children; it is furnished with a fly course, and is well inclosed by a wooden rail. It is to be regretted that it is detached from the school-house, and that the children cannot obtain access to it without crossing the public road. There were seventy-nine pupils present on the day of inspection. The average daily attendance during the last six months was seventy; the greatest number on the books during the same period was eighty-six. The age at which pupils are generally entered is three, and that at which their attendance usually ceases was stated to be between seven and eight. There were twenty-nine pupils present beyond infant school age. The fees charged were 1*d.* weekly. The teacher seemed to discharge her interesting duties very zealously and skilfully.

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Dame Schools.

There were four schools of this description in the parish of Cullen, attended by seventy-seven pupils, whose ages ranged from four to thirteen. These were held in small apartments occupied with furniture. In one, the seats for the children were unbarked deals, laid on stones as supports, and arranged round the fire-place, which was occupied with a few smouldering peats. The others were not greatly superior to this.

The branches taught were reading and spelling, knitting and sewing, and the fees were 1*s.* and 1*s.* 6*d.* per quarter.

One of these schools was endowed to the extent of 5*l.* yearly.

Of the seventy-seven pupils who were present at the time of my visit, and a considerable number of whom were upwards of ten years of age, only three had been at any other school; and it is probable that the whole education of most of them will consist in the very imperfect instruction received here in reading and spelling, and a few months' attendance either at the parochial or adventure school, for the purpose of learning a little writing and arithmetic. There are in the parish two juvenile Sabbath schools, under the immediate superintendence of the minister; they are attended by from 250 to 300 scholars, whose ages vary from five to fifteen. In addition to this, the minister, during the greater part of the year, teaches two Bible classes weekly, which are usually attended by from 50 to 100 persons from the age of fifteen and upwards. They are designed for the benefit of adults of both sexes, whether single or married, of young persons who have left the juvenile Sabbath schools, and of all who propose to offer themselves for admission to the ordinance of the Lord's Supper. The system of instruction embraces the historical parts of the Old and New Testament, the leading doctrines of the Gospel, the evidences of Christianity, &c.

General Remarks.

This parish is in a good state. There were actually present in the schools, on the day of my visit, 354 pupils, out of a population of 2,652, being nearly one-seventh of the whole population. The number actually on the books was 432, or nearly one-fifth of the population. The average daily attendance during the last six months may be stated at 400, and the greatest number on the books during the same period at 500, being not much below one-fifth and one-sixth of the population respectively. In Cullen proper there seemed to be a good supply of educational means. The efforts of those interested in the superintendence of education in this district required to be directed not so much to the extension as to the systematizing and improvement of the existing means. Care should be taken that the provinces peculiar to the infant, industrial, parochial, and adventure schools should be held perfectly distinct and unencroached upon, and every means should be used to encourage, and, if necessary, to assist the teachers in making themselves acquainted with the methods adopted in our best schools.

In the Portnockie district everything was very unsatisfactory; the existing means were insufficient in amount for the wants of the population, and extremely deficient both in their nature and efficiency.

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Parish of Rathven.

Parochial School.

The school-house is situated in the village of Rathern, about four miles west from Cullen, and a mile and a half north-east from the post-town Buckie.

It is conveniently situated for the population of the parish, but the site is not well chosen. There is a mill-dam of great depth, and unenclosed, in the immediate neighbourhood. The building, which was erected in 1800, consists of stone and lime, is slated, and in tolerable repair; its dimensions are, in length 26½ feet, in breadth 16, and in height 7. It is sufficiently heated and lighted, but, from the number of pupils in attendance being very considerably greater than it is capable of conveniently accommodating, the atmosphere, although the windows were all drawn and the door open, was of the most noxious description. A large new school-house is a great desideratum. The dwelling-house of the teacher, which is attached to the school-house, consists of two rooms, one closet, and kitchen.

Internal Economy.—There is no play-ground set apart for the children. The school-house was sufficiently provided with forms, desks, &c.; the arrangement of them was bad; of this the teacher was aware, but the number of his pupils prevented him from so placing them as to leave any room for the drill of the classes. The whole area was occupied with desks, &c. There is no school apparatus, excepting a few maps supplied by the master, and there is no library attached to the school.

There were 111 pupils present on the day of my visit. The number actually on the books was 121. The average daily attendance during the last six months was 110, and the greatest number on the books during the same period was 126. The ages at which pupils are generally entered is seven; that at which they leave the school is fifteen. The school fees are 2*s.*, 2*s.* 6*d.*, 3*s.* 6*d.*, 4*s.*, and 5*s.* per quarter. The pupils were arranged in seven classes. The youngest class, consisting of six, two girls and four boys, were learning the alphabet.

The second class, consisting of eight, four girls and four boys, read and spelt from No. I. of Schoolmaster's New Series; the lesson consisted of monosyllables, on which they were questioned in a very simple and familiar manner.

The third class consisted of five boys; they read and spelt from No. II. Schoolmaster's New Series; the reading and spelling were fair; they had also committed to memory the Mother's Catechism, short hymns, and prayers.

The fourth class consisted of 11, 1 girl and 10 boys; read and spelt from No. III. of Schoolmaster's New Series; the reading and spelling were not good; they were also examined on the lessons in a lively and energetic style. This class had committed to memory the shorter Catechism, which had also been carefully explained.

The fifth class, consisting of 26, 3 girls and 23 boys, read and spelt from the New Testament; the reading was not good; they were

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examined on the lesson; the shorter Catechism was also repeated, and in this they were examined with great skill and energy.

The sixth class, consisting of 40, 1 girl and 39 boys, read and spelt from the Bible. Here the reading was correct and fluent, though deficient in expression and intelligence; the spelling was good, and the meaning of each word was given after it had been spelt. The examination of the lesson was peculiar; it was corrected by the children themselves, who questioned each other on the subject matter; this was done with great spirit, and in the process they exhibited a thorough mastery both of the words and subject of the lesson read. This is a valuable exercise, if given only occasionally, and under the careful surveillance of intelligent teachers. This class also repeated the shorter Catechism, which had been minutely and carefully explained; they had also made some progress in grammar; the text book used is that of the Schoolmaster's New Series. They were exercised in parsing from the Bible; this I discouraged. The instructions were chiefly oral.

The highest class, consisting of 15, 13 boys and 2 girls, read Thomson's Hymn to the Seasons, from Mason's collection. The reading here, though fluent and correct, was deficient in firmness of tone and distinctness of enunciation; it was destitute of elegance and expression. They had also read the account of the execution of Mary Queen of Scots, from Robertson; upon this they questioned one another in a very admirable manner; the whole matter was thoroughly understood. This exercise was well conducted here; I met with it elsewhere, when it became utterly ludicrous and trifling, from a want of regulation and control on the part of the teacher. This class spelt remarkably well. After the lesson of the day was over the pupils were requested to puzzle each other by demanding the spelling of the most difficult words; this was gone through with great spirit.

They had made very considerable progress in grammar; they parsed two or three sentences in the prose passage with facility and great accuracy; the definitions had been not only thoroughly committed to memory, but carefully explained, and the principles had been completely apprehended.

Arithmetic.—Forty of the pupils were studying this branch; 18 were doing the simple rules, 10 had gone as far as compound multiplication, 6 were working simple interest, and 10 had gone through the text book.

Writing.—This branch was carefully taught.

Geography.—Fourteen were studying geography; they have acquired a knowledge of all the countries in Europe. I examined them on the map of Scotland; their knowledge of this was considerable. The geography of the Holy Land and of the travels of St. Paul had been taught to the whole school.

Latin.—There were eight, one girl and seven boys, studying Latin; they translated, analysed, and construed a chapter in Eutropius; this had been carefully and skilfully taught.

The Teacher.—Mr. Robertson is a preacher of the Church of Scotland; although he has gone through no course of training at a Normal school, he has made himself acquainted with the recent improvement in the art of teaching, and in the organization and classification of

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schools, by visiting the most celebrated institutions both in Aberdeen, Glasgow, and Edinburgh. He has been attached to his present profession for seventeen years. His yearly income amounts to 100*l.* besides house; this arises from the following sources: his salary is the maximum, 34*l.* 4*s.* 4½*d.*; as session clerk of Buckie he has a yearly allowance of 4*l.* 4*s.*; his allowance from the trustees of the Dick Bequest may be stated at 38*l.*; and the amount of school fees averages 30*l.*

Dame Schools.

The only other schools in the parish are three dame schools, two in the small fishing village of Findochty, and one in the adjacent village. The best of these was attended by 38 pupils, 24 girls and 14 boys, whose ages varied from four to ten. The branches taught were reading, spelling, sewing, knitting, and catechism. The school was held in a small miserable apartment; the floor was partly earthen and partly covered with fragments of stones, and was extremely rough and uneven. There is no fire-place, but a few peats placed on the hearth, and under an open space for the emission of the smoke, which did not easily find egress; and the walls of the school-room, and the rafters, which were uncovered, were perfectly blackened by it. In one corner of the apartment stood a bed without curtains, and quite unenclosed; and the other corner was occupied as a cellar.

The schoolmistress receives yearly 1*l.* from Lord Seafield, and lives rent free. I heard the highest class read the Bible and repeat the Catechism, which they did extremely well.

In another I found 13 pupils present; and, excepting that the apartment was somewhat better than that just described, it was in every way inferior. The third was held in a good but disgustingly dirty apartment, in which were two beds.

The schoolmistress was dressed in a very slovenly manner. The branches taught are reading and sewing. There were only nine pupils present, and their ages varied from four to twelve.

General Remarks.

This parish is in a very backward state, both in respect to the amount and character of its educational means. With the exception of the parochial school, the teacher of which discharges his duties with great ability and zeal, it cannot be stated that there exist any other means that can be characterized as in any degree valuable. There is great need of a good infant and industrial school. I am glad to know that there is a prospect of such a school being, through the efforts of the clergyman, speedily established.

QUOAD SACRA PARISH OF ENZIE.

(Population 2,102.)

I.—*Partially endowed School.*

The school-house is situated in the village of Port Gordon, a mile and a half west from Buckie, the post town. It was originally a dwell-

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ing-house, but was fitted up about ten years since as a school-room, at the expense of his Grace the Duke of Gordon. The building consists of stone and lime, is thatched, and is in tolerable repair. Its situation is bad; it forms a part of the public street. There is no play-ground attached to it.

The apartment is thirty-six feet by eighteen, and eight feet high. It is not well lighted or ventilated.

The schoolmaster is also provided with a dwelling-house of three apartments, a room, closet, and kitchen. The school-room was sufficiently furnished with forms and desks, and these were well arranged; sufficient space was left for the exercise adopted in the various classes. The only school apparatus was a black board and a few maps. There was also a library, consisting of about seven volumes, attached to the school. There were 45 pupils present on the day of my visit, 11 girls and 34 boys; the number actually on the books was 60. The average daily attendance during the last six months was 60, and the greatest number on the books during the same period was 70. The age at which pupils are usually entered is between six and seven, and that at which their attendance at school generally ceases is between 14 and 15. The fees are 1*s.* 6*d.*, 2*s.*, 2*s.* 6*d.*, and 3*s.* 6*d.* per quarter. The pupils are arranged in six classes. The youngest class, of two boys, were learning the alphabet.

The second class, consisting of five, two girls and three boys, read from a card of monosyllables; they were exercised on the words by the master in a lively and interesting manner. The third class, consisting of six, one girl and five boys, read from a card a lesson of "The Stag;" they were examined upon it. They also read a lesson from No. III. of the Schoolmaster's New Series; this was done in a very careless and drawling style, each word being first spelt and then pronounced. The spelling was good; the word was first spelt by each individually, and then the class repeated it in a low tone simultaneously. The fourth class, consisting of 10, three girls and seven boys, read and spelt from the New Testament. The lesson read was the seventh chapter of Luke; the reading was not good, but the whole business was gone through on the part of the master and pupils with energy and spirit. The spelling was good; for each word the meaning was demanded, and assigned either by synonymous words or expressions. There were one or two Roman Catholics in this class. The parents, although they do not permit their children to commit to memory the shorter Catechism, allow them to read with the body of the class the authorized version of the Bible, and to listen to the whole religious instructions imparted by the master in the manner in which he as a conscientious Protestant thinks proper.

The fifth class, consisting of 11, three girls and eight boys, read and spelt from the Bible. The lesson read was pointed out by me; it was the sixth chapter of Ezra. The reading was fluent and correct. The examination was conducted by the master with great spirit and intelligence, and the children showed that they had been well and carefully taught. In this class were four Roman Catholics; they read with their class-fellows the Bible, and are regularly questioned by the master.

The shorter Catechism is committed to memory only by the children of Protestant parents. The others are present when it is heard.

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The sixth class, consisting of 11, two girls and nine boys, read from the Edinburgh Sessional School Collection a poetical piece by Joanna Baillie, "To a Sleeping Boy." This was correctly and fluently done. They also read a description of the Rein Deer. I examined them in this lesson, and they answered most of my questions with great readiness, and generally with accuracy. I examined them on two of the questions in the shorter Catechism; their answers were upon the whole very satisfactory.

Arithmetic.—There were 21 learning this branch; four boys were doing the simple rules, two girls and seven boys had advanced as far as the compound rules, and five were at various stages between simple proportion and decimal fractions.

Writing.—Twenty-four were learning to write; this branch seems to be taught with great care; the copy-books were clean, and the style of writing good.

Grammar.—Only four, two boys and two girls, were studying grammar; the text book used was Lennie's; they had made considerable progress, and parsed remarkably well.

Geography.—Two boys were learning geography; they had made good progress.

Latin.—Three boys were studying Latin; they had not made much progress.

Teacher.—The teacher, Mr. Cosmo Reid, is a young unmarried man; he has gone through a complete course of literature and philosophy at the University of Aberdeen, and has been enrolled during one session as a student of divinity; he has not undergone any special course of training as a teacher, but he has evidently made it his business to acquire information on the general subject of education, and to avail himself of all the opportunities afforded him of becoming acquainted with the best methods. I regretted to find a man of his ability and attainment should be compelled to labour for a remuneration so scanty; his whole income would not exceed 35*l.*; this arises from the following sources: he receives from her Grace the Duchess of Richmond a free dwelling-house, the valued rent of which may be stated at 5*l.*, and an annual allowance of 15*l.*; this, in addition to the school fees, whose average amount is 15*l.*, makes up the above-named sum.

II.—*Female partially endowed School.*

This school is situated in the southern extremity of the parish, and at the distance of between three and four miles from Buckie. The school-room, which is 16 feet by 12, and 8 feet high, is well lighted, heated, and ventilated, and there is attached a spacious play-ground enclosed by a wooden paling; the school-house was well furnished with forms and desks, and there was also a large supply of apparatus common in infant schools. The whole was in admirable order.

The dwelling of the schoolmistress, which is attached to the school-house, consists of a room and closet.

The branches taught were reading, writing, a little arithmetic, sewing, and knitting.

The ages of the pupils, of whom 41, 13 girls and 28 boys, were present, varied from 5 to 15; the fees were 1*s.* 6*d.*, 2*s.*, and 2*s.* 6*d.* per quarter.

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The pupils were arranged in four classes. The youngest class, consisting of eight, six boys and two girls, learned the alphabet from a board. Second class, of one boy, read monosyllables. Third class, of 13, ten girls and three boys, read and spelt tolerably and committed to memory the shorter Catechism. The highest class, consisting of 18, 15 girls and 3 boys, read and spelt from the Bible; the reading was good; they also repeated the shorter Catechism.

Arithmetic.—Only five of the pupils were learning this branch, and the furthest advanced was working sums in reduction.

Writing.—Ten of the pupils were learning to write.

Teacher.—The teacher, Miss Saunders, receives a yearly allowance of 5*l.* from the Society for the Propagation of Christian Knowledge; the average amount of school fees may be stated at 8*l.*; this, with a free school-house and dwelling-house, makes up her whole income.

I had again to regret that one so well fitted as Miss Saunders to conduct the infant and industrial training should have her attention distracted, and her labours rendered both greatly more arduous and less productive of benefit than they would be, were an arrangement effected whereby, instead of having them applied to such a multiplicity and variety of objects, they would be confined to such departments as I have mentioned above.

III.—*Partially endowed School.*

This is one of the schools of the Society for the Propagation of Christian Knowledge; the teacher, in addition to his allowance from the society, receives from the Duke of Richmond a yearly allowance of 3*l.* and the free dwelling-house and school-house.

The school-house, which is erected in a damp situation, is earthen floored; in other respects it seemed in tolerable repair.

On the day of my visit there were only five pupils present, and they were mere beginners; the scanty attendance is to be attributed to the age and consequent inefficiency of the teacher. Mr. Campbell has been occupied in his profession for 48 years, and during 32 years of that time he has been in the pay of the society; age now lies heavy upon him, and it would be well, both for him who has trained them so long, and for the district the educational wants of which he cannot longer supply, to enable him to withdraw comfortably from labour, for which he is no longer qualified.

IV.—*Adventure School.*

This school is situated near the public road, about eight miles west from Cullen. The school-room is 24 feet by 12, and about 7 feet high. It is not well heated, lighted, or ventilated.

There is a sufficient supply of forms and desks; and they are so arranged as to occupy the whole area of the school-room. There is no school apparatus, such as black board and maps.

The dwelling-house of the master, consisting of only two apartments, is attached to the school-house.

There were twenty-four pupils present on the day of my visit; they were arranged in six classes. The youngest class, of three girls, read from No. I. Schoolmaster's Old Series, lessons of monosyllables.

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The second class, of three girls, read from No. II. of same series.

The third class, of one girl, read from No. III. of same series.

The fourth class, consisting of eight (two girls and six boys), read and spelt from the authorized version of the New Testament. The reading was not good, and the spelling only fair.

The fifth class, consisting of nine (one girl and eight boys), read and spelt from the Bible. The reading and spelling were very unsatisfactory.

The sixth class, consisting of six boys, read and spelt from Scott's Lessons. Here also the reading and spelling were not good. The exercises were merely reading and spelling.

No Catechism used.

Arithmetic.—Fourteen of the pupils were learning this branch. There were almost as many different stages as there were pupils. Two boys were doing exchange, two were in simple proportion, one in compound interest, one in simple interest, one in compound subtraction, one in compound addition, four in reduction, and one in compound proportion.

Writing.—Twenty-one of the pupils (3 girls and 18 boys) were learning to write.

The Teacher, Mr. James Morrison, is a Roman Catholic; he is so lame that he is compelled to go through all the business of the school-room without moving from his desk. He seemed to me a man of active and acute mind, but from the circumstance just stated very inefficient as a teacher. His whole income does not exceed 10*l.* yearly. In addition to this he has a free school-house and dwelling-house from the Roman Catholic bishop. More than one half of the pupils are children of Roman Catholics.

V.—*Dame Schools.*

There were two dame schools in the parish, both situated in the village of Port Gordon. In the one I found 25 pupils, whose ages varied from four to twelve; and in the other 12, whose ages ranged from five to twelve. The fees were 1*d.* weekly.

The only branches taught were reading, sewing, and knitting.

The first of these was taught by an old woman aged seventy-two. The apartment, which was furnished, was small and dirty, badly lighted and ventilated, and heated by a few peats burning on the hearth, the smoke being emitted at an opening in the roof.

The other was held in an apartment still more miserable; it had formerly been used as a salt cellar, and the whole aspect of it was very cheerless. The schoolmistress, who was old, aged 68, told me that owing to its damp and discomfort her health had given way; and certainly her whole appearance did not belie her statement. It was occupied with a few articles of furniture; a small table, with one or two small dishes on it, a bed of a very wretched kind in one corner, and a few deals arranged round the hearth, used as seats for the children, made up her little store.

This parish is in a very unsatisfactory state; out of a population of 2,102 I found only 153 children at school, little more than one-fourteenth part of the population; and when it is borne in mind that the education given in the existing schools, except that conducted by Mr.

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Reid, is merely elementary, and is imparted in a very inefficient manner, it is not too much to say that very important duties have been neglected by those to whom it falls to supply the district with educational means, and by those also upon whom devolves the superintendence and care of the religious, moral, and intellectual education of the population.

QUOAD SACRA PARISH OF PORTSOY.

(Population 1,714.)

I.—*Partially endowed School.*

This school is situated in the town of Portsoy. It was established in 1750 by the Society for the Propagation of Useful Knowledge. The present school-house was erected at the expense of the Earl of Seafield. It is built of stone and lime, is slated, and in good repair.

The school-house is 30 feet by 18, and about 12 feet high. It is sufficiently lighted, heated, and ventilated. There is no play-ground attached to the school.

The dwelling-house of the schoolmaster, which consists of four apartments, is situated at some distance from the school-house.

There is a sufficient supply of forms and desks, but the arrangement was bad. The whole area was occupied, and there was thus no space left for the exercise of the various classes, which is desirable, especially in the monitorial system.

The only school apparatus were a few maps; there was no black board, no collection of objects, and no library. There were 61 pupils present at the time of inspection; the number on the books was 92. The average daily attendance during the last six months was 90, and the greatest number on the books during the same period was 108.

The age at which pupils are usually entered is between six and seven, and that at which their attendance at school generally ceases is between 13 and 14. The fees were 1*s.* 6*d.*, 2*s.*, 2*s.* 6*d.*, and 3*s.* 6*d.* per quarter.

The youngest class, consisting of five, read and spelt from various books. Two read from No. I. Schoolmaster's Old Series, two from Dr. Andrew Thomson's First Book, and one from Dr. Thomson's Second Book.

The second class, consisting of 13 boys, read and spelt from the New Testament. The reading and spelling were very unsatisfactory. The master put a few questions on the passage read; but, from the uninterested look of the children, and from their inability to answer the simplest questions, it appeared that this was an exercise to which they were not accustomed. They were unable to tell the meaning of the words disciples, apostles, Israel, Gentiles, and many others equally common.

The third class, consisting of 21 (5 girls and 16 boys), read and spelt from Dr. Thomson's Third Book. The reading was very unsatisfactory; no attention was paid to the pauses, the tone was low

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and drawling, the articulation very indistinct, and the whole spiritless and unintelligent. The spelling was tolerably good.

They were examined on the lessons; this was done with some success.

This class had committed to memory the shorter Catechism.

The fourth class, of four boys, read and spelt from Dr. Thomson's Fourth Book. The reading here also was very indistinct and spiritless. The spelling was good. The examination on the passage was conducted by the master with spirit, and some degree of skill.

This class had also committed to memory the shorter Catechism.

The fifth class, consisting of 12 (seven girls and five boys), read and spelt from M'Culloch's series of Lessons. The reading here was tolerably good. The master examined them on the lessons; they were permitted to answer simultaneously, and the consequence was, that a few only of the more active and talented answered; the rest were spiritless and inattentive.

Some attention had been paid to etymology. They were exercised on this, but the words had been so imperfectly mastered that the exercise was not a very profitable one. The spelling was very poor.

The shorter Catechism had been committed to memory.

The highest class, of nine boys, read and spelt from Simpson's History of Scotland. The reading was not good; there was no attention given to the pauses, and the whole was not characterized by ordinary intelligence.

The examination here appeared to me spiritless and unmethodical. The attention of the class was not sustained, and no attempt was made to test the attainment of individuals.

Writing.—The number learning this branch was 43: this branch was very carefully and successfully taught.

Arithmetic.—The number studying arithmetic was 34; some of them had made considerable progress. Five or six of the more advanced boys were studying mensuration: this branch also had been well taught.

Grammar.—Sixteen of the pupils were learning grammar; they parsed, but, from not being thoroughly grounded, with little facility or accuracy.

Geography.—Only twelve of the pupils were studying this branch; they had made considerable progress. They were examined with spirit and skill on the map of Europe. I examined them on the map of Scotland. This was satisfactory.

The teacher, Mr. Thomas Philip, has taught for 24 years. He has not received a university education.

The defects of this school appeared to me attributable to his want of knowledge of the new and improved methods of organization. The numbers in this school seemed too great for him to wield with efficiency; and I am convinced that were he to visit some of the better-conducted seminaries in the country, he would, from his naturally energetic manner, and his zeal and intelligence, give to the whole processes of instruction, and especially to the method of organization, much greater vigour and efficiency.

He is appointed by the Society for the Propagation of Useful Knowledge.

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His whole income does not greatly exceed 50*l.*; this arises from the following sources: he receives from the society a yearly allowance of 15*l.* in money, and a croft, the valued rent of which is 5*l.*, from Lord Seafield; he has also a free dwelling-house, valued rent 5*l.*; and his school fees average in amount 20*l.* yearly.

II.—*Adventure School.*

This school is situated in the town of Portsoy, and is held in a most miserable apartment, almost the whole area of which is occupied with seats and desks. There was no school apparatus. On the day of my visit there were 43 pupils present; the number on the books was 54. The average daily attendance was 60, and the greatest number on the books during the same period was 67.

The age at which pupils are generally entered is between six and seven, and that at which they generally leave school is between 14 and 15.

The school fees are 3*s.* 6*d.*, 4*s.* 6*d.*, 5*s.* 6*d.*, and 7*s.* 6*d.* per quarter.

The pupils are arranged in five classes. The youngest class, of two boys, were reading lessons of monosyllables.

The second class, of three boys, read and spelt from No. II. of the Schoolmaster's Old Series.

They were also examined on the words and substance of the lesson.

Gall's Introductory Catechism had been committed to memory.

The third class, consisting of nine boys, read and spelt from the New Testament, and from No. III. of the Irish School-books. The reading was not good; and the master, instead of permitting the pupils to correct the errors made, prompted the pupil reading.

The examination on the passage was conducted by the pupils themselves, who questioned each other. This was done in a very absurd and profitless manner. Instead of questioning each other on the subject matter, or demanding synonymous words, or expressions for the more difficult words, the examination proceeded thus:—The lesson read was John, chapter 17: "These words spake Jesus, and lifted up his eyes to heaven, and said, Father, the hour is come; glorify thy Son, that thy Son may glorify Thee;" and the questions were: These what?—*Answer*, These words. And lifted up his what?—*Answer*, His eyes. Father, the what?—*Answer*, The hour. The hour is what?—*Answer*, Is come. Glorify thy what?—*Answer*, Thy Son. That thy Son what?—*Answer*, Thy Son also; and so on. It is obvious that this was a mere exercise of memory, having no tendency to fix in the mind the truths of the lesson, and utterly useless as an intellectual regimen, involving only a most unprofitable expenditure of time. The spelling was fair. The shorter Catechism had been committed to memory.

The highest class, consisting of 17, six girls and eleven boys, read and spelt from the Bible and Simpson's History of Scotland. There the reading was fluent and exact. This class examined each other on the subject of the lesson; this was very well done. The whole matter was thoroughly sifted; and if an absurd question was now and then put, the manner in which it was answered served to show that the body of the class had not only completely apprehended the whole bearing and

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purport of the lesson, but had, by dint of thorough previous preparation, almost fixed in their minds the relative place of each of it.

The teacher, after the process was over, instituted a searching examination into what had been either altogether unnoticed, or cursorily passed over. This he did with considerable skill and ability, but in a manner somewhat deficient in energy and spirit.

This class had committed to memory the shorter Catechism, which they understood and explained.

Arithmetic.—21 of the pupils present were studying arithmetic. The classification was not good.

Seven were working the simple rules, five working the compound rules, two were working sums in reduction, one tare and tret, three simple proportion, one discount, and one had gone through the text book.

Writing.—30 of the pupils were learning writing, which seemed tolerably well taught.

Grammar.—There were 19 learning grammar. These were arranged in two classes. The senior class, of 12 pupils, parsed with great correctness, ease, and spirit. They had been thoroughly grounded. The principles were well understood, and they could assign a reason for every statement. The whole was done exceedingly well. The junior class, of seven pupils, had not advanced far in the study.

Latin.—10 boys were studying Latin; four of these had made some progress. They read Cæsar, but were very deficient both in translation, analysis, and construction. They had not been well taught.

The Teacher.—Mr. Adam Gordon is a preacher of the Church of Scotland. He has been occupied in the practice of teaching for the last six years, and although he has not gone through a course of strictly professional training he seemed tolerably conversant with the explanatory method, and in his practical application of it manifested some skill. He was deficient in energy, and the organization of the school was not good.

I regret to have it to record that the whole income of a man so well educated, and who in point of intelligence and character stands so high, is not more than 35*l.*; and from this miserable pittance he pays the rent of his school-house and dwelling-house, amounting in all to 13*l.*, and maintains a wife and family.

III.—*Female School of Portsoy.*

This is a school for the education of the girls of the better classes in the town; it is held in a good apartment, well lighted, heated, and ventilated, and about 16 feet square. The teacher, Miss Robertson, receives from Lord Seafield a yearly allowance of 4*l.* 4*s.*

There were 28 pupils present on the day of my visit, whose ages ranged from five to fifteen. The fees varied from 3*s.* to 15*s.* per quarter. The pupils were arranged in three classes. The youngest class, of four girls, read and spelt from M'Culloch's Third Book. The lesson was examined upon by Miss R. in a very pleasing and intelligent manner. Gall's Introductory Catechism had been committed to memory.

The second class, of eight girls, read and spelt from M'Culloch's Series of Lessons. The reading and spelling were good.

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I examined them in the words and subject matter of the lesson. The answers were given with tolerable correctness, but hesitatingly, attributable partly to bashfulness, and partly perhaps to the want of proper and thorough training. The Catechism had been committed to memory.

The third class, of 16 girls, read and spelt from M'Culloch's Course of Reading. The reading, though not characterized by anything like taste or elegance, was fluent, correct, and intelligent. The spelling was good.

They were examined by me very closely upon the meaning and etymology of the words, and upon the substance of the lessons, and answered in a highly creditable manner.

This class had also committed to memory the Catechism; those belonging to the Scottish Establishment the shorter, and those who were Episcopalians that of the English Church.

Writing.—12 of the pupils were studying this branch, which was pretty well taught.

Arithmetic.—Only three were learning arithmetic. One was working the simple rules, the others were working the compound rules.

Grammar.—15 were studying this branch. They were arranged in two classes; eight, forming the senior class, had gone through the text book (Lennie's). They parsed a passage in a very creditable manner; it had been carefully and skilfully taught. The others had just begun the study.

Geography.—Four had made some progress in geography. The other branches taught were needlework, sewing, and music.

The teacher, Miss Robertson, seemed to discharge her duties very zealously and conscientiously, and with no small degree of skill.

IV.—*Infant School, Portsoy.*

This school is held in the apartment of a dwelling-house about 14 feet square and 7 high, and in which is a gallery capable of accommodating about 60. The schoolmistress receives from Lord Seafield a yearly allowance of 14*l.* 14*s.*, and an allowance of 3*l.* for house rent. This, in addition to school fees, whose average yearly amount is 24*l.*, forms her whole income.

There is a play-ground attached to the school. Its situation is bad, and it is far too small.

There were 85 pupils (71 girls and 14 boys) present on the day of inspection; their ages varied from seven to thirteen. I had here to regret that the admission of those above infant school age (there were 20 above seven years of age) gave to the institution a somewhat mixed character, interfered with the training peculiar and suitable to infant schools, and trenched upon the province of the juvenile department. In other respects the whole was very satisfactory. The teacher discharged her duties most judiciously and skilfully.

V.—*Female School.*

This school is held in a very small but clean apartment. The teacher is a young woman. The branches taught are reading, writing, and grammar, and the fees are 1*s.* 6*d.*, 2*s.*, and 2*s.* 6*d.* per quarter.

There were 23 pupils present on the day of my visit; their ages

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varied from three to twelve. The only books used were the Testament, Bible, and shorter Catechism.

VI.—*Dame School.*

This school is held in a small furnished apartment. The branches taught are reading, knitting, and sewing, and the fees are 1*s.* 6*d.* and 2*s.* per quarter.

On the day of my visit there were 39 pupils present (23 girls and 16 boys); their ages varied from three to fourteen.

I heard the highest class read a chapter in the Bible, which they did tolerably well. They also repeated to me one or two of the questions on the shorter Catechism, and answered various questions that I put to them in a very lively and intelligent manner. With one or two exceptions they had never been at any other school.

VII.—*Sabbath School.*

There is only one Sabbath school in the parish. It meets in the parish church. The average attendance throughout the year may be stated as from 200 to 225. The ages of the pupils vary from four to fourteen. The business is conducted by seven female and six male teachers, and the whole is regularly and carefully superintended by the minister.

This parish, although the numbers actually present on the day of inspection formed nearly one-sixth of the whole population, must be reported in an unsatisfactory state. The existing juvenile schools are not conducted with much skill or efficiency, and a large proportion of the number reported as attending schools received no more than the merest elementary teaching. The attention of those interested in the education of the population should be particularly directed to the re-organization and improvement of the existing means. The respective provinces belonging to the infant, industrious, and juvenile departments should be more accurately defined and carefully preserved; and it is believed that in a parish like this, where the mass of the population are situated at no great distance from any of the schools, this might without any great difficulty be accomplished.

The defect in the amount and quality of the educational means in the town had been long felt by the more intelligent of the community, and I am happy to state that they, aided by a liberal grant from my Lords of the Committee of Council, have erected in a most beautiful and healthy situation a large and commodious school-house, together with a spacious dwelling-house for the teacher. The erection was not completed at the time of my visit. I was consulted by the trustees on various points, and was requested to state to them my opinion as to the principles which should guide them in the selection of a teacher. I ventured to recommend, that, in addition to indubitable evidence of the possession of a sufficient amount of attainment, special regard should be had to the experience, training, and knowledge of method possessed by the various candidates, and especially that no decision should be come to until they had been tested, by actual trial before competent judges, as to their capabilities of conducting the business of the school-room with a sufficient amount of energy and skill.

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Parish of Banff.

(Population 3,953.)

I.—*Parochial School.*

The school-house is situate in the landward part of the parish, four miles south from the town of Banff; it was erected in 1839, and consists of stone and lime; is slated, and is in excellent repair; it is well heated, lighted, and ventilated. The apartment is 32 feet long, 18½ broad, and 12 feet high. There is a porch where bonnets, cloaks, &c., might be hung.

The school-room is sufficiently furnished with desks, forms, &c., but the arrangement is bad; there were also supplied by the teacher a black board and maps. There is a good and spacious play-ground, but unenclosed.

The dwelling-house of the teacher, which is attached to the school-house, consists of kitchen, parlour, bed-closet, and two attics; he has also a good garden.

The number present on the day of inspection was 39; the number actually on the books was 57. The average daily attendance during the last six months was 55; the greatest number during the same period was 60. The attendance during the summer was 50, and during winter 60. The age at which pupils are generally entered is between five and six, and that at which attendance usually ceases is between 12 and 13. The fees are 2*s.*, 2*s.* 6*d.*, and 3*s.*

The pupils were arranged in three classes.

The youngest class, of five, three girls and two boys, read and spelt from M'Culloch's first book.

The second class, of *one* girl, read and spelt from M'Culloch's second book.

The third class, consisting of 21, 12 girls and 9 boys, read and spelt from M'Culloch's third book. The lesson, which was pointed out by me,[1] was "Gold," p. 21; the reading was not good; it was indistinct, frequently inaccurate, and given in a spiritless and drawling tone. The master examined them on the lesson; the questions were generally pertinent, and always intelligently put, but no means were taken to sustain the attention of the whole class; each child was not in his turn required to answer; in short, it was not well sustained. I found, upon subjecting them to a renewal of the exercise, that only two or three could answer; these did so spiritedly and well. The spelling was tolerable.

The fourth class, consisting of 11, five girls and six boys, read and spelt from M'Culloch's Series of Lessons. The reading was unsatisfactory; it was done in a coarse, loud, and drawling tone; upon being examined, the same defects as in the preceding class appeared. Considerable intelligence and spirit was displayed by several of the pupils, but as a class the exercise was not well gone through. They had been exercised in etymology, and could answer the more common words.

The fifth, of one boy, read from M'Culloch's Course of Reading a description of Mount Etna, p. 64. The reading was fluent, but sadly deficient in spirit and intelligence.

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Religious Instruction.—The Bible is used every day by all who can do so, and the shorter Catechism is minutely and carefully explained. The whole of each Saturday is exclusively devoted to this branch.

Writing.—Most of the pupils were learning to write. This branch was carefully taught.

Arithmetic.—21 were studying arithmetic; 9 were working the simple rules, and 12 had advanced as far as reduction and the compound rules.

Geography.—14 were studying geography. The text-book used was Reid's. They had made considerable progress.

Grammar.—There were only eight learning grammar. The text-book used was Lennie's. They parsed pretty well.

The teacher, Mr. John Soutter, is a preacher of the Church of Scotland; he has practised his present profession for 23 years; he has also visited other schools for the purpose of seeing the best methods. He has not paid sufficient attention to classification and organization, and consequently was unsuccessful in keeping the whole of his pupils constantly and usefully employed.

His sense of order did not seem acute, and he was not rigid in enforcing the attention of all to the business going on.

There was one feature in the school with which I was particularly pleased. Mr. S. keeps a book in which is recorded the name of each pupil, his age and stage of progress at entry, the parent's name and occupation, and the number of his children, and the character of the scholar. The mere knowledge of such a record being kept would be beneficial to both parent and child.

II.—*Free School for Boys, Banff.*

This school was established in 1815, from funds left by a Mr. Pirie, and intrusted to the management of the magistrates, minister, and kirk session of Banff. Seventy boys are here educated gratuitously; they furnish their own books, and pay a small sum to provide fuel.

The building consists of stone and lime, is slated, and in good repair.

The school-room, which is 33 feet long, 15 broad, and 8 high, is well heated, lighted, and ventilated. It is sufficiently furnished with forms, desks, &c.; but these are not well arranged. The school apparatus consists of a black board, a few maps, a quadrant, and a pair of globes; these belong to the teacher. There is no play-ground. The schoolmaster's dwelling-house, which is above the school-house, consists of two rooms and closet. He is also provided with a garden of 20 falls in extent.

There were 53 boys present on the day of my inspection; the stated number of pupils is 70; the usual age at entering is 5, that at leaving is 11.

The pupils were arranged in four classes. *The youngest class*, of six, were learning, from *various* books, the alphabet and lessons of monosyllables.

There is a rule of the school, that no child shall be admitted until he can read a little. These were taught by the master gratuitously.

The second class, of five boys, read and spelt from the New Testa-

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ment. The reading was slovenly and bad. They had not been exercised in spelling. The master stated, that for want of time the lessons were not regularly explained.

The third class, of 20, read and spelt from the New Testament. The reading here was better; more attention had been given to secure distinctness of articulation. However, while the process was going on, there was a considerable degree of listlessness in the class. The children showed no anxiety to correct the errors made by the boy reading. The spelling was tolerably good; it was done syllabically. They were examined on the scope of the lesson. The questions were pertinent, and ably and skilfully put; but the boys, probably from the exercise being rarely applied to them, were very listless and uninterested, and answered miserably. Their Scriptural knowledge seemed very limited: one said Simon betrayed Christ; no one could tell what Judas did; and one boy, on being questioned on the precept, "Take neither gold nor silver," whether the disciples were to take money with them, and how much? said 10*l.*

The highest class, of 22 boys, read and spelt from the Bible. Here the reading was good; considerable attention had been paid to local barbarous pronunciations; the articulation was clear and distinct, and the tone loud and firm. The spelling was good; it was done syllabically. The examination was conducted in an intelligent, shrewd, and skilful manner, but was occasionally rather beyond the reach of his pupils. They had, however, been accustomed to the exercise, and answered with spirit, readiness, and general accuracy. They had also studied etymology.

Writing.—46 of the pupils learned this branch. It was remarkably well taught; the style was particularly good.

Arithmetic.—13 had made considerable progress in this study; two were working the simple rules, six the compound rules, four had advanced as far as vulgar fractions, and one was doing decimal fractions. The whole was pretty well taught.

Grammar.—18 were studying grammar. The junior class, consisting of eight, had just begun the study. The senior class, of ten, had made considerable progress; they could parse with some facility and correctness.

The teacher, Mr. George Lillie, had been occupied 24 years in his present profession. He received the whole of his education in a parochial school, but he seemed to me very respectable in point of attainment. He showed in the course of the day great range of information, and very considerable ability as a teacher. The organization of his school was not good; the discipline seemed too lax; the pupils while at their lessons were permitted to stand in a slovenly manner, with their hands in their pockets; and it was evident that the energy by which Mr. Lillie is naturally characterized had not been called systematically into play in conducting the every-day business of the school-room. He is capable of far better things than I witnessed. His income, which is paid from the fund left by Mr. Pirie, is 40*l.*, with free dwelling-house and garden.

III.—*Free School for Girls.*

This school was established about 30 years ago by the friends of the

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poor in the parish; it is held in a rented apartment 33 feet by 14, and 7½ feet high. There is no play-ground.

There were 51 girls present on the day of my visit; they were arranged in seven classes.

The youngest class, of three girls, were learning the alphabet.

The second class, of three girls, read and spelt from the Edinburgh sessional school book, No. 1.

The third class, of four girls, read from No. 3 of Schoolmaster's Old Series; the reading was spiritless and inaccurate.

The fourth class, of seven, read and spelt from the sessional school second book.

The fifth class, of 14, read and spelt from the New Testament: here the reading, though deficient in spirit and intelligence, was correct and fluent; the spelling was fair. I examined them on the subject matter of the lesson, and they answered pretty well.

The sixth class, of 12, read and spelt from the Bible; here also the reading and spelling were pretty good.

The highest class, of eight, read and spelt from Dr. Thomson's collection: the whole was unsatisfactory.

Writing.—25 of the pupils were learning to write.

Arithmetic.—Eight were studying arithmetic; they had not advanced beyond the compound rules.

The afternoons are devoted to industrial work, sewing, and knitting.

The teacher, Miss Cooper, who is appointed by the subscribers, receives a yearly salary of 30*l.*; she has occupied her present situation nearly 17 years. A small fee is exacted from the pupils for the purpose of providing fuel; the yearly amount from this source is 6*l.*

IV.—*Female Endowed School.*

This school is endowed from funds left by a Mr. Mitchell, a native of Banff. The teacher has a salary of 15*l.*, and a good dwelling-house of two stories; in one of the apartments the school is held. The branches taught are reading, writing, arithmetic, grammar, geography, knitting, and sewing.

The fees are 2*s.*, 2*s.* 6*d.*, and 3*s.* per quarter.

There were present on the day of my visit 36 pupils, all girls; there were 40 on the books; their ages ranged from 3 to 14.

In addition to these I visited two dame schools; one was held in a small attic occupied with furniture.

The branches taught were reading, knitting, sewing, and catechism. The fees were 1*s.* 6*d.* and 2*s.* per quarter.

The number of pupils present was 17, eight boys and nine girls, and their ages ranged from three to nine.

The other was also held in a small furnished apartment; the branches are the same; the fees were 2*s.* per quarter; there were 23 pupils present, 10 boys and 13 girls, and their ages ranged from three to seven.

I also visited the Banff Academy; the building is very spacious and elegant, and contains first-rate accommodation for the various classes.

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There are two masters and a rector; the last conducts the classical department.

The English and commercial departments are conducted by the other two gentlemen.

The teachers seemed to be men of ability and skill in their profession, but the academy, whether from its arrangements or constitution, seemed to be in a very languishing and unsatisfactory state. Some change appeared absolutely necessary.

One of the apartments is fitted up as an infant school. A gallery accommodating 150 is erected, and the school-room furnished with all the necessary apparatus.

The master and mistress receive a salary of 50*l.*, the use of the school-room, and free dwelling-house of two rooms and kitchen.

There is a spacious play-ground, beautifully laid out as a garden, and furnished with swings.

The number of pupils present was 51. The average attendance during winter is 50; in summer it is 80. The ages of the pupils vary from two to six. The fees are 1*d.* per week.

This parish is tolerably well supplied with educational means, but a great improvement might be effected in their disposal. Here, as in almost every other place, there were few evidences of such organization as would secure the efficient training of the pupils in each department.

Were the existing funds and other appliances properly organized, the whole population might receive from the present class of teachers an extensive course of instruction in all the branches of a sound and enlightened education.

REPORT on the STATE of the FREE SCHOOL at ELLASTONE, STAFFORDSHIRE. By the Rev. JOHN ALLEN, Her Majesty's Inspector of Schools.

To the Right Honourable the Lords of the Committee of Council on Education.

MY LORDS, King's College, London, 18th April, 1842.

EDWARD D. DAVENPORT, Esquire, of Capesthorne, one of the chief subscribers in support of the free school at Ellastone, Staffordshire, having solicited its inspection, and my engagements in Derbyshire leading me to Norbury (the adjoining village), on the 6th of this month, I wrote to the clergyman, and made arrangements for inspecting the school on that day.

In conformity with my instructions I have now the honour to present to your Lordships the following report of my visit.

The village of Ellastone is situate on the west bank of the Dove, four miles and a half south-west from Ashbourne. The school-house was erected nearly 30 years ago, from private subscriptions, and a grant of 125*l.* from the Lichfield Diocesan Education Board; it is of brick, roofed with tiles, situate on rising ground towards the north-west corner of the churchyard, from which it is separated by the public road;

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It fronts the south; in the centre is the residence of the schoolmistress; to the west and east are school-rooms for boys and girls respectively, each a parallelogram 36 feet by 18. It is not in perfect repair. The means for ventilation are sufficient. There are no class rooms. The residence of the master is at a distance of two miles. The children are assembled and dismissed with singing and prayer; they are taught to repeat the Church Catechism. All the boys are required to attend school on Sunday, and to go to church.

Three monitors are employed in each school, the boys being divided into four classes, the girls into three. There are no rewards; for punishment recourse is had to the cane or ferule, and sometimes to tasks.

The payments vary from 1*d.* to 3*d.* per week, according to the condition of the parents. The attendance, particularly that of the boys, is irregular; out of 104 boys, whose names, according to the master, were on the books, he said that he had only been able to procure an average daily attendance of 50 for the last six months. Out of 65 names on the books of the girls' school, the average daily attendance during the same period was stated at 45. The school is not open on Saturdays. There are in all about seven weeks of vacation distributed over different periods of the year. The children enter about the age of 6, and some remain till 13 or 14. The master is single, the mistress married; neither of them have been regularly trained for their work; they have no other occupation. The salary of the master is 20*l.*, with the pence of the children; that of the mistress 18*l.*, with the same addition, she having also the enjoyment of the house and garden.

The amount and quality of the instruction given scarcely reach mediocrity. Of 38 boys present at the time of my visit, only six could read an ordinary verse of the New Testament without blundering; 20 were reading simple narratives, with different degrees of facility; leaving 14 as the number of those who were not advanced beyond the alphabet and words of one syllable. In writing, 23 had copybooks, and 11 more used slates. Nineteen were learning to cipher, and of these five had worked sums out of the first four rules. Again, of 41 girls present at the time of my visit, six may be said to have read with ease the New Testament, 19 were learning to read words of more than one syllable, leaving 16 as the number of those who were not advanced beyond the first elements. In writing, 17 had copybooks, and five more were learning to write on slates. Of the 22 who learned to cipher, only two were advanced beyond the first four rules. The work was generally done with no great accuracy; but little attempt seemed to be made to draw out the intelligence of the children by questioning them on the lessons read, and their religious knowledge was not in proportion to the time spent at the school.

The master's attainments seemed to me but scanty; he wants spirit and activity; but his manners are gentle, and he bears an excellent character. The mistress is perhaps more capable than the master, but she does not, as far as I could judge, give her chief attention to the most important matters. In both schools there might be considerable improvement as to the cleanliness and order of the children.

It would be a great advantage to this and many other of our village schools if they were well supplied with easy reading books, so that the

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children should not be forced from spelling cards to lessons in the New Testament. Slates, moreover, or materials for chalk writing, should be supplied for the use of the very youngest. With a small number of scholars there seems no assignable reason for the use of monitors to communicate instruction, as, by a judicious arrangement of the children into three, or at most four classes, the teacher might take each class in succession, and provide for the intelligent instruction of his pupils in those lessons which were nominally learned. When maps can be procured at so small an expense, one wonders that any school should be without so necessary an instrument for the intelligent reading of the Scriptures.

There are some points connected with the tenure of the site, and the annual support and cost of the school, on which, from the absence of the clergyman at the time of my visit, I was unable to procure proper information.

My Lords, I am, &c.
(Signed) JOHN ALLEN.

REPORT on the STATE of the SCHOOL at FAILAND LODGE. By the Reverend JOHN ALLEN, Her Majesty's Inspector of Schools.

MY LORDS,

AN application was made to your Lordships, on the 5th of last November, requesting the services of one of Her Majesty's inspectors for the purpose of conducting the usual half-yearly examination of the boys at Failand Lodge School.

In compliance with the instructions which I received to communicate with the secretary, and to make arrangements in conformity with their wishes, the 8th and 9th of December were fixed on for the proposed examination, of which I have now the honour to present your Lordships my report.

Previously to stating the results of my inquiries as to the attainments and proficiency of the pupils, it may be not improper to give some account of the institution and arrangements of the school.

The want of a better provision for the education of the children of the yeomanry than is supplied either by the village or the ordinary commercial schools having been strongly felt by some of the clergy and large landowners of North Somerset, it was proposed to establish, under the superintendence of a committee of gentlemen, a boarding-school, the current expenses of which should be defrayed by the payment of the scholars; the primary object being to supply, not so much the education which an uneducated class might desire for themselves and their children, as sound instruction, suitable to the station of the children, and based on religion as its foundation.*

* See for this and other statements in this account a paper on Failand Lodge School in the Educational Magazine for April 1840.

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About 600*l.* was subscribed to meet the first outlay, Her Majesty the Queen having been graciously pleased to testify her approval of the scheme by a donation of 50*l.*

A farm of forty acres, four miles from Bristol, on the upper road to Clevedon, was selected for the experiment, and a lease for 21 years having been granted to three neighbouring gentlemen (one of whom is a member of parliament for East Somerset) the school was opened in July 1839.

The house is healthfully situated on a spur of the Mendip, facing a gentle slope downwards to the south-east. On the ground floor are the offices, the boys' washing-room, the school-room, a large committee-room, and some apartments for the master; the sleeping-rooms are on the floor above.

The boys take their meals in the school-room (area 48 × 18½ feet, height 11 feet), the desks (which are placed lengthwise through the room) being on such occasions converted into tables by propping up on either side the sloping covers. In these desks each boy has his own compartment unlocked for books, &c., which he is required to keep in good order. The walls are furnished with a black board, and large maps of the world, Europe, Asia, Palestine, England, and the county of Somerset.

The washing-room is fitted up with ten basins and a pump; round the walls are a number of compartments or pigeon-holes, one being allotted to each boy for his brushes, sponge, &c., and another for his out-door shoes; each has a separate towel.

There are three principal sleeping-rooms; in one an usher sleeps; the other two are placed at right angles to the teachers' rooms, apertures being made in the walls so as to be fully inspected.

The dimensions are respectively (1.) area 24 × 18 feet, height 12 feet, containing 13 beds; (2.) area 52 × 12 feet, height 10 feet (half of the ceiling sloping down to 6 feet), containing 14 beds; (3.) area 40 × 18½ feet, height 10½ feet, containing 22 beds. These figures give, in round numbers, nearly 400 cubical feet of space to each bed. There is an additional room (area 14 × 14—3 × 18 feet) fitted up with 4 beds, to be used, if needed, as an infirmary. One box is allowed to each boy in the sleeping-rooms, to which access is not permitted during the day. Care is taken that hot water be supplied at stated seasons to each. If any boy does not kneel in his bed-room for private prayer, his name is reported to the clergyman at his next visit.

The boys rise at six in summer, and at half-past six in winter; they retire to rest at half-past eight throughout the year. Saturday is a half holiday, the morning being devoted to the repetition of the lessons of the week.

The ordinary routine of instruction is described in the following Table:—

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Class.	7 to 8.	9½ to 10 A.M.	10 to 10½.	10½ to 11½.	11½ to 12.	3 to 3½ P.M.	3½ to 4½.	4½ to 5.	6 to 7½.
1st.	Repeating Lessons and Mathematics.	Religious Instruction.	Writing.	Arithmetic	Writing from Dictation, from Memory, and Mental Arithmetic.	Writing, Book-keeping, and correcting false Grammar.	History or Geography alternately.	English, Arithmetic, and Latin.	Learning Lessons.
	Saturday; repeating the whole Lessons for the Week.	Tuesday. Friday.	Map Drawing, and Arithmetic. An English Theme.						
2nd.	Do.	Do.	Do.	Do.	Do.	Do.	Do.	Arithmetic or Latin.	Do.
3d.	or Arithmetic Do.	Do.	Tuesday Friday	Plan Drawing. An English Letter.		Do.	Do.	Do.	Do.
4th.	Learning and repeating.	Do.	Do.	Do.	Do. and Arithmetic.	Do. and Writing.	Do., Spelling, and Arithmetic.	Reading.	Do. and Mapping.
5th.	Do.	Do.	Reading and Arithmetic	Do.	Do.	Do.	Do.	Do.	Do. and repeating.

Prayers in the Morning at 20 minutes to 7 in Summer, and at 10 minutes past in Winter
Prayers in the Evening at 8 o'clock.

The school is in connexion with the Diocesan Board of Education. The attention of the head of the establishment is given to the reception of the parents, the management of the farm, and the arrangement of all domestic matters; while his duties are those of the father of a large family, the ordinary instruction of the classes is confided to three tutors, whose appointment and dismissal rest with the committee of management.

One tutor takes the first class in everything, and gives instruction to the rest in mathematics, land surveying, history, and modern languages; another takes the commercial education; and the third has charge of the junior classes. The books chiefly used for reading are Pinnock's edition of Goldsmith's History of England, some volumes of the Instructor (including that on geography), and the third and fourth books of the National Society; for land surveying and arithmetic the treatises of Nesbitt and Joyce. In English grammar M'Culloch has lately been substituted for Murray.

At the time of my visit there were present 64 boys, divided into seven classes, their ages varying from 7 to 15. The highest class, consisting of 13, had advanced in mathematics as far as the first 20 propositions of Euclid and simple equations. The subjects of examination for the entire number, with the exception of the youngest, were English history, geography, grammar, English composition, the doctrines of the church, and the Holy Scriptures. The older boys had received special instruction in the thirty-nine Articles, the book of Genesis, the Gospel of St. Mark, and the Epistle to the Hebrews. In addition to the usual business of the school, eight were learning to draw, seven were receiving lessons in Latin, and the same number were learning

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French, two had begun Greek, and one was keeping up a previously acquired knowledge of German.

The results of the ordinary routine of instruction, as visible in the acquirements of the children, are, on the whole, very satisfactory. They write, read, and compose remarkably well; their skill in arithmetic is fair; their knowledge of English history and geography above mediocrity; their progress in algebra and Euclid not very great. Some excellent maps had been drawn, and five of the boys had made considerable advances in practical land surveying. A few of the children were learning to sing from notes. Doubtless the chief worth and excellence of the school are to be attributed in a great measure to the unbought services of two neighbouring clergymen, who in turn spend two mornings in each week with the boys, being not uncommonly their instructors at other times. They undertake the religious instruction, the English themes, and occasionally every part of the teaching; the consequence is, that here emphatically right things are in their right places. The knowledge possessed by the older boys of the doctrines of the church is exceedingly gratifying. A portion of the Holy Scripture is read at the season of prayers, with which the business of instruction is commenced and closed. On Sunday the children attend the parish church in the morning, and, in consequence of the distance of the church, a parochial lecture is given at a neighbouring school-room in the evening; before breakfast the collect is repeated, and a few verses of Scripture, or a hymn, which have been committed to memory on Saturday afternoon; for employment during the remainder of the day questions in the Bible are prepared by the clergyman of the parish, the written answers to which he looks over during his regular visit to the school on Monday morning.

The appearance and manner of the boys pleased me much; they were open, unembarrassed, yet perfectly respectful. At the close of the business of the second day, when they had been pretty severely worked, our whole party adjourned to the play-ground, when one of those clergymen to whom I have before had occasion to allude as devoting, without remuneration, so much of their time to the school, proposed that the boys should run a race, he himself marking out the ground, and furnishing the prize. Every encouragement is given to cricket, holidays being occasionally allowed for playing. During the colder season of the year the pupils take long walks under the care of one of the tutors. No one can deem the amusements or facilities supplied for healthful exercise at a school of small importance; and something remains to be done in this way at Failand Lodge in arrangements for in-door games and the fitting up of gymnastic apparatus.

When I visited the school it seemed to me desirable that some attempt should be made to unite with it a small model farm, where the pupils might have the opportunity, during their hours of recreation, of becoming practically acquainted with the most recent improvements in tillage, and learn lessons of thrift and method in the management of crops, the provision for manure, the preservation of roads, fences, and the like. The reports of the Temple Moyle School kindle in one a desire to witness similar results accomplished in England. There are, however, difficulties in the way of such an enlargement of the plans of the institution, which are not fully appreciated by a casual visitor.

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Some extension of the ordinary sphere of teaching has been in contemplation, and there seems no obstacle in the way of the regular instruction of the upper classes in the Latin tongue, which affords the key to so many subjects, and has had so large a share in the formation of the chief languages of Europe.

In a commercial point of view the school has entirely answered. Boys under twelve pay 16*l.*, above twelve 21*l.* per annum; each has a separate bed, unless special request is made by the parents that two brothers should sleep together, in which case no reduction is made in the charges. A month's vacation is given at Midsummer and Christmas. The meals are milk and water, with bread and butter, for breakfast; meat and vegetables, with pudding, twice a-week for dinner; bread and butter or bread and cheese, with beer, for supper. 1*l.* is reserved from the payments of each boy by the committee of management for making improvements in the school; the remainder goes to the master, who also farms the lands on his own account, and supplies the entire expenses of the establishment, the rent, teachers' salaries, &c. Books are an extra charge. The numbers are full, the parents in the neighbourhood being very desirous of giving their children a year's finish, as it is called, at the school; and, if they could be prevailed on to allow their sons to remain longer, results still more important than those now produced might be looked for with confidence: it requires some little time to teach the boys when they first come their own ignorance.

There seems no reason why similar institutions should not be multiplied throughout England, provided only that one could find in every district gentlemen with the same leisure and devotion to the cause of sound education as the clergymen of Portishead and Wraxall; and so long as our farmers and tradesmen continue to send their daughters from home to receive education at boarding-school, it is to be wished that schools, the same in principle and in the character of their arrangements as one should desire for one's own children, should be accessible, at a moderate expense, in all parts of the country. In training females we are training the mothers of the coming generation. Means for the fit education of the middle classes are greatly needed. My knowledge of our common boarding-school for girls is drawn from the statements of others; but certainly if the boys at several of our commercial schools be examined on those subjects with which one most wishes that they should be well acquainted, they will be found inferior in attainments to those of a lower age at an ordinary national school. The masters are too frequently left to themselves, and in some instances the visits of the clergymen have been declined, lest offence should be given to the parents of those children that are not members of the Church. Under these circumstances, with the preparation for their work which is usually possessed by these teachers, it is rather a subject for regret than surprise if they should be found to carry on the important work of education on no fixed principles, regard being chiefly had to that sort of instruction which may seem most likely to prove attractive to a superficial observer. My experience in commercial schools has not been very large, and it has lain chiefly among those whose masters were professedly members of the Church of England; yet I am constrained to say, that the independent masters of this class who seemed

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to me on a cursory visit to be most imbued with serious views on the subject of education, and to set about their work most intelligently, were in the one instance a Presbyterian of the Scottish Church, in the other a member of the Society of Friends: this experience is confirmed by the observation of others. The writer of the article previously referred to on Failand Lodge School in the Educational Magazine, whose thoughts seem to me well worthy of consideration, expresses himself thus: "If there are in any neighbourhood commercial schools conducted decidedly upon religious principles, they will, I apprehend, be generally found to be those of dissenters from the Church of England; for the dissenters, to their credit be it said, have hitherto paid more attention to the education of the middle classes of society than the members of our church."

This remark was printed more than two years ago; happily, since that period considerable efforts have been made, and are now making, to remedy the defect spoken of: still one cannot but feel that very much remains to be done.

My Lords, I have, &c.
(Signed) JOHN ALLEN.

King's College, London,
2nd May, 1842.

REPORT on the STATE of several SCHOOLS in the County of DERBY. By the Rev. JOHN ALLEN, A.M., Her Majesty's Inspector of Schools.

MY LORDS,

IN laying before your Lordships the accompanying Report of 31 schools inspected in the county of Derby, as the circumstances of my visits were somewhat different from those in which I had previously been engaged, I would beg leave to premise a short statement as to the auspices under which my tour of inspection was carried on.

It had seemed to the Archdeacon of Derby that the clergy would cheerfully receive into their schools an inspector appointed by Her Majesty, in conformity with the Order in Council dated the 10th August, 1840; and a suggestion to this effect having been approved by the Bishop of Lichfield, I was instructed to visit all such schools in Derbyshire as might be opened to me by their respective managers for inspection.

The results fully justified Archdeacon Shirley's anticipations. The Derby Committee and the Lichfield Diocesan Board of Education passed resolutions expressing their approval of the objects of my visit; and the clergy generally received me with a most hearty welcome, doing every thing in their power to help me in my work. To many of them, indeed, I feel that I owe a large debt of gratitude for their hospitality and kindness.

My respectful thanks are due also to the Right Reverend the Bishop and the Venerable the Archdeacon, for the kind and effective manner in which they have aided me in the discharge of my duties.

I left London on the 4th of September, remaining in Derbyshire (with the exception of four days, when I was recalled to town by the illness of my nearest relative) till the 15th of October.

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During that period I visited 59 schools; of these three were commercial schools, nine were schools for boys and girls in separate rooms, 22 were schools in which boys and girls were assembled in the same room, six were schools for boys alone, four were schools for girls alone, nine were infant schools under a mistress, and six were dame schools.

The names of these and some of the facts connected with them, with the exception of the three commercial schools, are exhibited in the following scheme.

Of those marked with an asterisk the appendix contains detailed reports. In the column that gives information as to the intelligence and cleanliness of the children, the letters *a*, *b*, and *c* have been used to designate the different degrees, the letter *c* being affixed to those schools which seemed to me most deficient in these respects.

In some instances I measured the dimensions of the school-room, but commonly the numbers set down were furnished to me at the time of my visit. In the cases of endowed schools the information supplied in the Reports of the Commissioners of Charities has been freely made use of.

The boys at the commercial schools were not subjected to anything like a complete examination. The few questions that were asked did not elicit much that led me to augur favourably of the amount or quality of the religious instruction given them; the Catechism was periodically repeated by the children of such as were members of the Church of England, but no attempt appeared to be made to lead the children to understand what was committed to memory. What was done in the way of teaching geography and history was very imperfect; and in some respects the observations which I shall have to make on the defects of schools of a lower grade (except as regards writing and arithmetic) will be applicable to these.

Of the nine infant schools four must be classed as inefficient.

The mistresses of these, with one exception, were slovenly and incapable; the children dirty and in bad order.

Of the rest, that in Lavender Row (Darley) would have been accounted an excellent dame school, were it not for the presence of a small gallery; that at Edensor presents a very gratifying spectacle of what may be effected with slender materials by the pains and skill of the wife of the clergyman; that at Cromford was only visited for a few moments—the room was airy and well furnished with prints; the remaining two (Chapel-en-le-Frith and Mill Street, Derby) pleased me much; they are superintended by mistresses of intelligence and activity, and the scriptural instruction given in the latter is, in my judgment, of the most satisfactory character.

The dame schools were in general superintended by persons neatly dressed and gentle in manners. In nearly all of them the girls learned sewing, and some of the older children were taught to write; the first elements of religious instruction were also communicated. One of these schools, that at Chesterfield, deserves particular notice; the ages of the children vary from five to twelve; the mistress maintains perfect discipline, and teaches efficiently the most important matters. The school is chiefly maintained at the expense of the vicar, who clothes 24 of the children, 12 of each sex.

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Schools in which Boys and Girls are assembled in separate Rooms.	Number present on the Day of my Visit.		Unable to read Words of two Syllables.		Able to read with ease.		Write on Slates only.		Write on Paper.		Learning First Rules in Arithmetic.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
*Ashbourne	48	26	8	14	12	8	17	8	23	4	19	5
*Chapel-en-le-Frith.	59	43	10	0	21	19	29	17	30	26	36	28
*Chesterfield.	86	53	By an	overs	ight n	o accu	rateno	tes we	re kept	of the	Proficiency	
*Cromford	105	50	0	0	64	34	41	23	64	27	..	25
*Derby (National)	90	92	51	..	13	..	75	80	15	12	The Arithmetic has been but no exact account kept.	
*Edensor	23	20	4	4	15	10	4	0	19	20	20	10
*Newhall.	34	40	16	5	7	6	6	13	12	12	3	4
*Ravenstone	22	24	2	5	10	8	12	15	10	9	15	14
*Youlgrave	45	..	0	..	9	..	4	..	31	..	3	..
Schools in which Boys and Girls are assembled in the same Room.												
*Bamford§	24	16	5	4	9	0	9	6	11	5	7	0
Beeley§	33	37	The C	hildre	n not e	xamine	d, the	School	being	only	lately	opened.
*Buxton§	19	20	3	3	9	6	4	12	15	8	11	8
*Castleton	15	5	5	3	5	1	0	0	10	2	1	0
*Darley (near Derby)	47	9	0	0	21	9	11	0	36	9	21	..
*Denby§	28	22	0	0	14	15	0	0	17	15	2	2
*Dore	28	13	17	11	0	0	0	0	9	2	2	0
*Edale	17	6	7	1	9	2	0	0	8	3	5	0
*Fairfield.	23	24	5	3	13	8	0	0	13	7	1	0
*Ford in Baslow	33	11	3	0	12	11	0	0	18	11	5	..
*Hathersage (Endowed)	27	12	10	9	3	0	0	0	8	2	9	2
Hathersage (Wesleyan)	23	19	9	8	6	7	14	11	9	8	0	2
*Hope	26	3	7	0	9	3	0	0	12	3	3	1
Ilkestone	29	19	..	..	0	0	0	0	0	0	0	0
*Ironville§	61	47	20	13	24	18	24	13	37	34	30	28
Mugginton	10	1	..	..	4	1	0	0	3	1	3	1
*Norton	55	17	3	2	21	12	0	0	23	13	0	5
*Pentrich	36	25	14	3	17	17	5	2	22	18	4	5
*Radborne§	27	22	15	8	11	8	..	..	8	5	6	5
Swannick	55	16	17	..	12	13	2	0	31	16	11	12
Winster	27	This	School	was	only v	isited	for a	few m	inutes.		..	..
Wormhill	11	8	1	4	..	..	0	0	10	4	1	0
Schools attended by Boys alone.												
*Bakewell	32	..	0	..	15	..	7	..	25	..	15	..
*Bonsall	43	..	0	..	16	..	0	..	37	..	7	..
*Derby (Trinity)	108	..	19	..	45	..	19	..	89	..	72	..
*Matlock	62	..	16	..	19	..	0	..	37	..	5	..
Tideswell	About 60. Master objected to the examination of the children.										..	..
Wirksworth.	11	No accurate Record has been kept of the Proficiency of the Children.										..
Belper (Mr. Strutt's)	The Notes taken during the Examination of this School have been mislaid											..
Darley† (near Derby)	..	33	..	9	..	18	..	..	..	..	..	..
*Greenhill	..	37	..	11	..	21	..	13	..	24	..	20
Matlock	..	14	..	..	..	2	Opene	d duri	ng the	present	Sum	mer.
Dame Schools.												
Bakewell (Hague's End)	34		..	..	..	..	0	0	..	7	..	..
Bakewell	64		..	..	..	..	0	0	..	12	..	..
Chesterfield.	26	31	..	..	..	..	..	..	..	..	..	..
Darley†	34	..	0	..	17	..	17	..	..	..	..	..
Rosliston	64		..	..	..		..	..	..	..	..	..
Wirksworth	53		..	..	17		.	..	..	..	..	..
Infant Schools.												
Buxton	55		..	..	..	..	..	..	..	..	..	..
Chapel-en-le-Frith.	..	..	..	..	..	..	..	..	..	..	..	..
Cromford	45	This	School	was n	ot exa	mined.	..	..	..	..	..	..
Darley† (Lavender Row)	16	18	21		5		..	..	..	..	..	..
Darley† (Poplar Row)	30		..	..	..	..	..	..	..	..	..	..
Derby, Mill Street	43	40	..	..	..	..	..	..	..	..	..	..
Derby, St. Peter's.	38		..	..	..	..	..	..	..	..	..	..
Derby, Siddal's Lane	63		..	..	..	..	..	..	..	..	..	..
Edensor	13	12	..	..	..	..	..	..	..	..	..	..

In those marked (§), a Mistress is in attendance for the Girls.

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Learning compound Rules.		In Proportion, &c.		Cleanliness o Children.	Intelligence of Children.	Name of School where Teacher was trained.	Amount of Endowment.	Dimensions.	
Boys.	Girls.	Boys.	Girls.				£. s. d.	Feet.	
4	0	1	0	*b*	*c*	Leicester . .	..	22 by 40	Ashbourne.
1	3	3	3	*a*	*a*	Borough Road	..	20 by 28 44 by 27	Chapel-en-le-Frith.
of the Schola		rs	..	*b*	*a*	Sheffield . .	4 10 0	Each 27 by 27	Chesterfield.
..	0	7	0	..	..	..	0	55 by 21 20 by 24	Cromford.
metic was done indifferently,				*b*	*b*	Leicester . .	0	Each 53 by 31	Derby (National.)
Record of the Proficiency kept.									
0	0	3	0	*a*	*b*	Windsor . .	5 12 0	Each 35½ by 16	Edensor.
0	0	0	0	*a*	*c*	..	0	Each 45 by 35	Newhall.
3	3	0	0	*a*	*a*	..	..	Each 13 by 15	Ravenstone.
4	..	2	..	*a*	*c*	..	3 14 0	24 by 14	Youlgrave.
0	0	2	0	*a*	*a*	Glasgow . .	0	39 by 19	Bamford.
..	..	..	..	*a*	..	..	0	15⅝ by 30½	Beeley.
3	0	1	0	*a*	*a*	Camden Town	80 0 0	..	Buxton.
0	0	4	1	*b*	*c*	..	30 0 0	24 by 18	Castleton.
4	..	8	..	*a*	*b*	..	..	35 by 25	Darley (near Derby).
2	3	3	0	*b*	*b*	..	47 10 0	17 by 17½	Denby.
2	0	1	0	*c*	*c*	..	21 0 0	34 by 16	Dore.
0	0	2	0	*a*	*b*	..	12 0 0	..	Edale.
3	1	6	1	*b*	*c*	..	39 0 0	16½ by 27	Fairfield.
4	2	..	..	*a*	*b*	..	12 0 0	21 by 15	Ford in Baslow.
1	0	1	0	*c*	*c*	..	13 8 0	36 by 15	Hathersage (Endowed).
3	2	3	0	*a*	*b*	Redhill . .	..	..	Hathersage (Wesleyan).
1	1	8	1	*a*	*b*	..	8 11 0	36 by 17½	Hope.
0	0	0	0	*c*	*c*	..	10 0 0	12 by 12	Ilkestone.
3	6	3	0	*b*	*b*	Baldwin's Gardens	0	Each 40 by 40	Ironville.
0	0	0	0	..	..	..	37 0 0	..	Mugginton.
3	2	4	0	*b*	*b*	..	67 12 0	..	Norton.
4	6	9	3	*a*	*a*	..	0	43 by 15½	Pentrich.
2	0	0	0	*a*	*a*	..	13 11 0	30 by 18	Radborne.
4	3	3	0	*b*	*b*	..	43 0 0	..	Swannick.
..	..	..	..	..	..	..	..	20 by 15	Winster.
0	0	0	0	*b*	*c*	..	1 0 0	..	Wormhill.
5	..	1	..	*a*	*b*	..	15 0 0	..	Bakewell.
14	..	0	..	*c*	*c*	..	100 0 0	36 by 27	Bonsall.
12	..	5	..	*b*	*b*	Nottingham .	0	40 by 35	Derby (Trinity).
8	..	5	..	*c*	*c*	..	42 0 0	20 by 40	Matlock.
..	..	..	..	*b*	..	..	150 0 0	..	Tideswell.
..	..	..	..	*a*	*b*	..	270 0 0	..	Wirksworth.
..	..	..	..	*a*	*a*	Borough Road	0	..	Belper (Mr. Strutt's).
..	..	..	..	*a*	*a*	..	..	..	Darley (near Derby).
..	..	..	..	*a*	*a*	Carver Street, Sheffield.	0	28 by 15	Greenhill.
..	..	..	..	*a*	..	..	0	..	Matlock.
..	..	..	..	*a*	*b*	..	10 0 0	..	Bakewell (Hague's End).
..	..	..	..	..	..	..	0	..	Bakewell.
..	..	..	..	*a*	*a*	..	0	..	Chesterfield.
..	..	..	..	*a*	*b*	..	..	25 by 25	Darley.
..	..	..	..	*a*	*b*	..	0	..	Rosliston.
..	..	..	..	*a*	*b*	..	0	..	Wirksworth.
..	..	..	..	*b*	*b*	..	0	..	Buxton.
..	..	..	..	*a*	*a*	Mr. Fell's . .	..	20 by 28	Chapel-en-le-Frith.
..	..	..	..	*a*	..	..	0	20 by 24	Cromford.
..	..	..	..	*a*	*b*	..	..	..	Darley (Lavender Row).
..	..	..	..	*b*	*c*	..	..	..	Darley (Poplar Row).
..	..	..	..	*a*	*a*	..	20 0 0	40 by 20	Derby, Mill Street.
..	..	..	..	*b*	*b*	..	0	40 by 22	Derby, St. Peter's.
..	..	..	..	*c*	*c*	Croydon . .	0	46½ by 22	Derby, Siddal's Lane.
..	..	..	..	..	..	..	..	..	Edensor.

† These Five Schools at Darley are maintained from the Interest of 7,000*l.*, left by the late Mr. Evans for their Endowment.

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The mistresses of the girls' schools at Chapel-en-le-Frith, Greenhill, and Belper are well-trained and intelligent women, and the results of their skill and pains, as exhibited in the appearance, behaviour, and acquirements of their scholars, are very gratifying. At Buxton and Cromford also, although from obvious causes a stranger is not fitted to do justice to the merits of some of those who are most valuable as female teachers, I have reason to believe that the mistresses of the elder girls are persons of real worth and intelligence. In some other instances it will be found, on reference to the annexed Reports, that what I noticed of the character and appearance of the mistresses was in their favour.

Turning now to the remaining 36 schools, in which a master is employed, that at Cromford is far above the average of most national schools; and in 10 other instances, namely, Ironville, Darley near Derby, Radborne, Edensor, Pentrich, Chesterfield, Ravenstone, Chapel-en-le-Frith, Hathersage (Wesleyan), and Bamford, my visits gave me in several respects considerable pleasure. At Buxton the pains of the clergyman supply in some degree what the master wants in the way of training and zeal for his work. The school connected with Trinity Church, Derby, is fairly disciplined and taught according to the master's notions, but the children are defective in intelligence. At Denby there is a very pleasing master, from whom in several ways the children might learn much; as yet, however, a good deal remains to be done in the way of leading them to put out their faculties.

At Beeley the school had been only open a week or two at the time of my visit. At Tideswell the trustees were desirous that I should inspect the school, but the master objected strongly to the examination of the children, and it was not pressed.

Having made these deductions from the 36 schools mentioned above, there remain 21, no one of which could, I think, be visited by a person who was anxious that the children of the poor should be intelligently taught the most important matters, however desirous he might be to form a favourable opinion of their management, without great pain. I must not be understood to lay the blame of the state of things entirely upon the masters, some of whom, as that at Youlgreave, seemed to be respectable, kindly-tempered men, who endeavoured honestly to do what they felt was expected from them.

The schools at Dore and Castleton will, however, afford instances of what appears to me culpable failure in duty on the part of the teachers.

At Dore the master receives from the endowment 21*l.* per annum. He is a person of very considerable capacity, but the state of neglect into which the school has been suffered to fall under his hands almost exceeds belief. The children are dirty; many of them sit without any means of employing their time, and no check is offered to their fighting and squabbling among themselves. Of the 43 children present on the day of my visit, no one could read a verse in the Gospels correctly; the spelling of all, except two, was disgraceful; 11 were learning writing, and only five arithmetic, but in each case with very indifferent success. The master said that he did not consider it to be part of his duty to question the children as to the meaning of what they read, nor to give them any religious instruction whatever, and the result is, that it is almost impossible to extract any sort of answer from them; and

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their ignorance of the simplest elements of religious truth is most lamentable.

At Castleton, as the population is larger (941) and the endowment more considerable (30*l.* and a house), the evil state of the case is still more crying. The children here were so badly taught that, on inquiring of the first class who the father of our Lord Jesus Christ was, I failed utterly in getting the right answer; the question was repeated, and put in various forms to them, and at last one boy said "Joseph:" it was then explained that Joseph was supposed to be his father; but, on recurring to the original question, Who was his real father? the master checked me, and said that his children had not been taught this, and could not, in his opinion, answer such a question.

I feel that this representation of the state of things will seem incredible to many; but there was another clergyman present, who, as I think, would bear testimony that the question was not unfairly put, and that the above statement does not give a false impression. The master appeared intractable, and unwilling to receive suggestions; and, perhaps, the most charitable opinion that one can form of him is, that he is partially crazed; for, on asking him why he did not teach the Church Catechism, he turned to the 17th chapter of the Apocalypse, and said that he had conscientious objections, founded upon that passage of Scripture, to such instruction.

The endowed schools at Bakewell (population, 1,979) and Wirksworth (population, 4,122) present a somewhat different, and yet in some respects a more unsatisfactory, subject for contemplation. At the former place the Duke of Rutland pays 50*l.* to the master, a clergyman, who is, by the terms of the endowment, to train up the youth of the townships of Bakewell and Great Rowsley in good learning and the Christian religion. On the day of my visit there were present 32 boys, who read in a very unintelligent manner, were ill-instructed in the most important matters, and of whom all that one noticed betokened apathy and neglect.

At Wirksworth the case is still worse. The endowment of the school is about 270*l.* per annum, but some irregularities in the management of this fund have taken place, a disproportionate sum having been laid out in the rebuilding of the school-room. The master, a clergyman, receives 75*l.* per annum; he educates, as I understand, private pupils at his own house, employing an assistant, who, when the master is absent from the school, takes his place as teacher. On the day of my visit, there were only 11 children present in a building capable of accommodating more than 10 times that number. These, when examined, proved to be very imperfectly taught, particularly in those matters which are of most importance.

It requires but very little reflection to appreciate some portion of the mischief caused by such a state of things as one finds at Bakewell and Wirksworth. It is not a question as to the competence or the respectability of those intrusted with the superintendence of the school, but whether or not they have that zeal for and interest in their work which is among the first qualifications that one looks for in a teacher. These gentlemen must themselves feel that they are in a wrong position; a clergyman, indeed, ought to be the best schoolmaster: next to the peculiar functions of his sacred calling there is no nobler work in which

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he can be engaged than the education of the young; but with what feelings can one enter such schools as I have been speaking of, which not only do not realize the intentions of the original benefactors, but which, by their existence in a town, paralyze the efforts of the pastor of the parish—are obstacles in the way of his providing means for the efficient education of his people—and so prove worse than useless? Persons will not readily contribute their money to the establishment of schools for the poor in places where there are already funds in existence for the supply of what is needed could they but be placed under right administration in proper hands.

At Tideswell there is an endowment of 150*l.* per annum: it has been already noticed that the master would not permit his scholars to be examined; a considerable part of their education is left to the assistant; and it is the opinion of two of the trustees with whom I conversed that the objects of the foundation are very imperfectly attained.

The impressions that I gathered from a glance round the school-room were far from favourable; it was attended on the day of my visit by about 60 children of the poorer class.

At Mugginton, where the master enjoys an endowment of about 35*l.* per annum, I found assembled in a well-built school-room 11 children, all but one, boys; eight of these were free scholars; four learn writing and accounts: they were ill-taught; the master utterly inefficient, not questioning them or in any way leading them to exercise their intelligence: he was appointed near 30 years back, when a boy of 15, with a view to giving his mother and family some means of support. The population of the parish is about 500.

At Bonsall there is an endowment of 100*l.* per annum; of this rather more than 50*l.* is enjoyed by the master, who does not appear to have ever been fitted for the situation he holds, and whose age is now such that very little can be expected of him.

At Matlock, where the schoolmaster receives from the endowment 42*l.* per annum, there are serious considerations of a moral character, besides his want of efficiency as a teacher, which should exclude him from the situation he holds.

The many instances which I met with of endowments being misapplied to the support of teachers comparatively worthless forced on me the consideration whether a more summary method than now exists of removing those who hold their situations as freeholds might not be provided by the legislature without the risk of abuse. In one instance I heard of a man who, having been thrice turned out of the Excise for misconduct, still retained his place as schoolmaster, to be the pest of the parish. In another instance I was told of a clergyman who was obliged to rid his people of a similar incumbrance by pensioning a knave who, having been found guilty by a jury of stealing the money offered at the Holy Communion, only escaped punishment as a felon from the decision of the judges that it had not been rightly noted in the indictment to whom the money belonged.

Of the schoolmasters whom I saw in Derbyshire not one in three had attended, even for a few weeks, any kind of training school whatever, and this small proportion must be rated still lower if the inquiry were made as to those who had profited by such attendance. One

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difficulty in the way of teachers taking advantage of those training institutions now at work in several parts of the country is the lack of funds for maintaining them during their attendance; but even if the number of pupils at present in training were at all in proportion to the number of places in which an efficient teacher is needed, it cannot reasonably be expected that the salaries that are raised out of the present rate of school fees will prove an adequate remuneration for a well-educated teacher.

If the village schoolmaster be worse paid than the village carpenter or blacksmith, what hope is there of finding any but the most incompetent persons in the former situation?

A case in illustration of what has last been said may be found at Ilkestone, where, in a parish containing 6,000 inhabitants, there is only one school for the poor, and the entire annual income of the teacher is about 13*l.*; of this 10*l.* arises from endowment. The nominal schoolmaster, a lace-maker, told me that at the present rate of wages he could, when fully employed, earn 10*s.* a week. The superintendence of the school is left to his wife, whom I found in a room 12 feet square, attended by 48 children; the atmosphere was scarcely tolerable. The character of the schoolmaster was represented to me as irreproachable, but the need of something being done for the moral and intellectual improvement of the place may be partly estimated from a statement (if accurate) made to me by one of the inhabitants, namely, that at the last general election, the place was infested by 800 Nottingham "*Lambs*," in other words, men armed with bludgeons, whose business it was to overawe the electors.

It may seem, perhaps, that I have dwelt too long upon those results of my inspection which are least satisfactory: I can truly say, that it is with reluctance that I have written much of that which is here set down. But I do not think that the real state of a large proportion of our parochial schools is at all appreciated by many of those who are deeply interested in the well-being of the poor, otherwise, as it seems to me, greater efforts would have been made to bring about some arrangement whereby teachers in the more destitute situations might have adequate salaries provided for their maintenance. In cases where such provision is already made, the more I have been led to think of the matter, the more strongly do I feel that our compassion for the children who are deprived of any adequate means for spiritual culture, by the retaining an unfit teacher in his post, ought to outweigh every consideration as to the pecuniary interests of one who fills so responsible a situation. It is usual to say in such a case, that if the man be removed, he and his family are deprived of bread. But of what is that we deprive generation after generation, by allowing an improper teacher to remain where he is? In a loose and metaphorical way of talking, it may be said, that the children are deprived of the bread of the soul, but no figures of speech will be found to shadow forth the extent of the wrong that is inflicted; while, further, it ought continually to be borne in mind, that it cannot be a kindness to any one to keep him in an office the duties of which he does not in some measure endeavour to discharge in a right spirit, and with some perception of the true ends after which he should struggle.

I must not, however, bring these remarks to a close without a few

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words on the subjects of hope and encouragement suggested to me during my tour. It cannot but be matter for joy to observe how strong a feeling is spreading among the upper and middle classes, that the interests of those below them are one with their own.

Among the places that I visited I found several instances of the large landholders building school-rooms, and providing in part or altogether for the maintenance of masters; and the factory-owners at Butterley, Cromford, and Darley (near Derby), have raised costly buildings, and in some other respects supplied efficient means of instruction for the children of their workpeople.

Similarly, in the parish of Stapenhill, many thousands have been expended on behalf of the poor by the munificence of a single family. The schoolmistress at Belper has been already noticed, and here, as well as at Millford, there are spacious school-rooms, which in the latter case will in a few months (as there is every reason to hope) be satisfactorily filled.

I found the clergy, as a body, most desirous that their schools should be inspected, and anxious to listen to any suggestions that might be offered with a view to rendering the means of instruction more efficient. In one or two cases I found that the schoolmaster looked rather with jealousy on the visits of the clergyman; but it was in each of these cases that his visits seemed to me most needed, the instruction given by the master being wholly of a secular character, and little or no attempt being made to lead the children to learn intelligently what they were supposed to be taught.

I have often felt glad that the questions furnished to me compelled me in every instance to endeavour to ascertain whether inquiries were made of the children how far they had profited by the public ordinances of religion. This is not the place to dwell upon the importance of such inquiries; but if we regard the spiritual culture of the children, in the lowest sense of the terms, we should be very anxious that they might join with understanding in the prayers of the Church, and be taught to value and think over the sermon. Sunday is the day when the minds of the poorer classes are most exercised; and to many of them it is the only day when they have a stated opportunity of being addressed by persons of greater intelligence and better education than themselves. It would be a good writing exercise, in most schools, on the Monday morning for the upper classes to be given their Bibles, with a view to their writing out the text, and what they could remember of the sermon of the previous day; at first little would be done, but as more was produced, a mere reference to the passage of Scripture would leave a larger space for the summary of the sermon.

The schools at Worthing, where some creditable results are produced from such an exercise, bear testimony to the practicability of what is here proposed.

The first object in mental training is to teach children to read with intelligence, so that in after-life they may have less temptation to sit stupidly indolent over the fire in their cottages, or to seek for sensual gratification in the alehouse. And yet if we were to take the use that is made of lending libraries, or the tones with which the reading lesson is gone through in our schools by even the most advanced children, as a test of their capacity for understanding their native language, we

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should be led, I fear, to draw very unsatisfactory conclusions. It is a great thing to have had the minds of our schoolmasters turned as they have recently been to the derivation of words, and to the lights which etymology supplies as to their meaning; but much yet remains to be done in this way among our best-qualified teachers; and the mode in which children in schools, even where considerable pains are taken, are usually questioned on their lessons (where the answer is given by a mere glance at the book, and in many instances by simply reading the clause that comes next to the leading word in the question) seems to be seriously defective, if no other pains are taken to set the minds of the scholars at work. Children should never be allowed to meet a word in their lessons more difficult than ordinary without being asked to put another in its place as nearly as possible of the same meaning. Something, perhaps, would be gained also in the way of teaching children to read with interest the books of the school-lending library, if it was occasionally permitted as a reward to the more intelligent children to employ an hour in school-time over an amusing book selected by the master; but it would be a much greater step in leading them to use their understandings if the reading lessons were tested by requiring written answers to written questions, or by requiring an abstract of the lesson to be written from memory.

It seems very desirable that Dr. Bell's rule of beginning to teach writing contemporaneously with reading should, if possible, be always adhered to; it affords a change of employment, and the forms of the letters are better fixed on the child's memory by the attempt to copy them. In a very small proportion of the schools visited did I find an adequate number of slates provided for the less advanced children. A plentiful supply of blackened boards for chalk writing might indeed in part stand in the place of slates for the younger children, but in no instance did I find these or blackened walls prepared for their use.

The common arrangement of a graduated scale of payments, according as the child may be taught writing and accounts as well as reading, acts, as far as my experience teaches me, very ill. The master ordinarily neglects the less advanced pupils to give an undue share of his time to such as bring the largest school fee. Where indeed the classes are imperfectly organized and no regular system of instruction is pursued, it is but a very small portion of the master's pains and care that can fall to the lot of the most favoured children; each lesson must be got through with the utmost haste to preserve even the semblance of regard being had to the proficiency of the scholars, and the master's attention is liable meanwhile to continued distractions from the irregularity with which each separate pupil pursues his course.

This defective organization, which cripples so many of our schools for the poor, is a very serious evil. One step towards its remedy would be the providing the children with proper books. If each scholar brings his own lesson-book, each must be heard independently of the rest, no classes can be formed, and there will be no economy of time by giving simultaneous instruction. Moreover, the books provided by the parents are not likely to be the best chosen. It is no uncommon thing to find the Bible dishonoured by being made the lesson-book of such as are scarcely able to read monosyllables. The grave objections of a moral character to this practice, so well fitted, as it would seem,

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to give the children a distaste for the study of that book which ought to be their dearest solace in after-life, I will not touch upon: but it is obvious that the trouble of learning to read must be greatly and unnecessarily increased by the use of lessons not properly graduated, in which the difficulties are not proportioned to the ability of the learner; and as a mere matter of economy, it seems advisable that the first lesson-books should not consist of many pages, otherwise the whole will be worn to pieces while only a part is being read through.

I cannot think that the practice of making children learn columns of spelling where the words are not classed according to any principle, except the mechanical one of the number of syllables in each, ought to be encouraged. Exercises may be given in particular words, the etymology of which illustrates some general law, and occasionally, perhaps, in the spelling of words that sound alike but are different in sense; but in general it seems to me that spelling might be sufficiently taught by questioning the children after each reading lesson in the spelling of the more difficult words, and by a careful correction of lessons in composition, or from dictation written on their slates. The memory of children is too precious a storehouse to be burdened with the spelling of words of four or five syllables, which will probably be seldom used by them in after-life. One would, I think, be most anxious to make them learn by heart general rules, maxims, and passages of Scripture, which might have force hereafter to decide their conduct in difficult cases, and which, from being treasured up betimes, would be likely to remain with them to the last. In some schools that I have visited, each of the elder children learned every evening a passage of Scripture selected by himself, as a privilege, not as a lesson, the repetition of which on the following morning immediately after prayers takes up but a very short time, and must be attended, in many instances, with the most beneficial effects.

I was sorry to find so large a number of the schools which I visited left without any instruction in singing, except what might be picked up one day in the week at the Sunday-school. A teacher competent to make Mr. Wilhem's method of teaching singing practically known, is, as I understand, about to take up his residence at Derby, and I have little doubt but that many school-managers will be found ready to put their masters under his tuition.

Now that maps of Palestine and of the British Isles can be bought for so small a sum as 2*d.*, it seems scarcely possible that any school can be long without them; the mere presence of such sheets pasted on the walls would teach the children something, even if no special instruction were given on the subject.

In a former Report I have expressed my conviction that the parents' hearts might oftentimes be reached, as well as the children's faculties drawn out, in a very effectual manner, if a small card printed with texts of Scripture, or moral apologues, maxims, &c., were given to each child at night to be talked over or learnt, as the case might be, as the lesson for the following day. Mrs. Hippisley Tuckfield, with whom the suggestion originated, has prepared a collection of these under the title of Evening Readings for day-scholars, the use of which, as it seems to me, would prove of great service in our village schools.

In submitting these observations to your lordships, if there be any-

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thing in them which savours of dogmatism or of harshness, I would ask permission to retract it. It may seem, perhaps, that I have written more freely of particular schools than becomes one who had to form his opinions rapidly from a single visit; and I must always be understood to speak under correction, to the best of my belief, according to my opportunities for observation. But I have been only careful to state matters as they appeared to me, as feeling that these Reports will be most valuable when they represent most accurately the impressions and judgment of the inspector.

My Lords,

I have the honour to be, with much respect,
Your Lordship's most obedient and faithful servant,
(Signed) JOHN ALLEN.

King's College, London,
15th Nov., 1841.

REPORT of the INSPECTION of certain SCHOOLS in the Counties of KENT and SUSSEX, BERKSHIRE and SURREY, and other Counties. By the Rev. JOHN ALLEN, M.A., Her Majesty's Inspector of Schools.

MY LORDS,

AT several times during the past year I received instructions to visit schools in the following counties: Kent and Sussex (10th May, 1841), Berkshire and Surrey (21st June), Yorkshire (1st July), Somersetshire, Devonshire, and Cornwall (6th August), Middlesex (15th November), Hampshire (21st February, 1842).

The lists furnished to me contained the names of sixty-five schools, aided by the Treasury and inviting inspection, in addition to those of 41 schools aided by grants from the Committee of Council.

My visits of inspection were invited also in the Ripon Diocesan schools, in the Portsea National-schools, in the schools at Tunbridge Wells, in those at Worthing and Broadwater, which had received no aid from the National funds, in the Seaford Corporation School, in the Earl of Chichester's school at Falmer, and in an industrial school on the Earl of Lovelace's estate at Ockham.

These 13 schools, added to the 106 noticed above, make in all 119. Of these, aided by public money, eight were, at the time I was engaged in my tour, not open as daily schools; two were not visited; four were visited, but, from various causes, not reported on in full according to the forms furnished. The detailed reports of the remaining 105 I have now the honour to submit to your Lordships.

Of the 109 schools which I visited and found in operation, 39 were schools in which boys and girls were assembled in different rooms; 27 were schools under a master, with assistance in some instances from a mistress to teach the girls sewing; 26 were schools under a mistress, and 17 were infant schools. The names and some of the facts ascertained with reference to these schools are given in the following tables, where, in the column that refers to the training of teachers, an asterisk (*) is inserted in those cases where the teachers had attended any regularly organized school with a view to being qualified for the work of instruction; and in those referring to the cleanliness and intelligence of the scholars the letters *a b c* denote separate degrees of merit, *a* denoting those schools which appeared most satisfactory, and *c* those which appeared least satisfactory in these respects.

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Schools in which Boys and Girls are assembled in separate Rooms.	Numbers present.		Unable to read Words of Two Syllables.		Able to read with Ease.		Write on Paper.		Write on Slates.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
BERKS.										
Chievely (N. Heath)	50	35	7	6	28	19	17	5	26	22
Winkfield	43	34	7	14	23	17	16	8	10	9
CORNWALL.										
Cardynham	31	40	5	19	11	12	16	7	10	14
Penryn	151	57	64	12	75	36	66	19	85	38
St. Erth	62	48	30	18	15	14	15	6	47	37
Zennor	50	31	9	12	14	15	16	6	34	9
DEVON.										
Hatherleigh	81	45	21	10	26	17	41	19	30	..
Modbury	36	19	8	2	16	15	9	7	27	12
HANTS.										
Burley-in-Ringwood	The children not examined, the school having									
East Cowes	83	57	23	12	29	28	31	18	52	39
Emsworth	52	50	17	19	18	22	8	10	44	30
Southampton, St. Mary	130	66	36	22	30	23	40	20	55	24
KENT.										
Gravesend	160	94	51	19	59	45	74	20	86	74
Sydenham	73	55	31	16	30	19	33	12	40	42
Woolwich	147	126	50	41	60	40	..	15	..	99
MIDDLESEX.										
Enfield Highway	38	47	21	15	8	10	4	5	34	42
Islington, St. Peter	143	77	53	35	36	19	43	11	100	31
Marylebone, Christchurch	202	126	17	25	94	65	82	16	103	110
Mile End, All Saints	89	67	23	17	31	28	52	44	37	23
SOMERSET.										
Banwell	33	37	12	16	13	11	15	7	18	30
Clevedon	35	47	12	16	19	24	12	8	23	39
Midsomer Norton	60	59	14	7	26	23	26	37	..	15
Wakot	127	54	33	15	51	19	56	23	71	31
SURREY.										
Albury	48	26	15	9	15	10	24	7	24	19
Ham	44	35	8	2	23	20	20	13	24	22
Wandsworth	54	45	8	11	27	21	21	11	33	34
SUSSEX.										
Crowborough-in-Withyham	45	34	16	11	22	19	16	14	20	20
Hastings	88	35	4	8	70	21	59	10	29	25
Seaford	42	28	14	7	18	9	19	10	23	18
Wadhurst	71	55	31	8	25	25	35	25	27	30
Worthing	83	56	29	14	38	32	24	18	59	38

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In First Four Rules.		In Compound Rules.		In Proportion, &c.		Cleanliness of Children.		Intelligence of Children.	Training of Masters.	Amount of Subscriptions.	Teachers' Salaries.		Dimensions of Rooms in Feet.
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			£. s.	Mas.	Mis.	
27	10	..	..	3	..	*a*	*a*	*a*	*	..	50*l.*		
7	12	10	5	1	..	*a*	*a*	*b*	..	75 0	65*l.*		16 by 26
12	3	2	5	1	..	*b*	*a*	*b*	..	40 0	30*l.*	15*l.* 6*s.*	Each 20 by 15
..	..	17	..	28	..	*a*	*a*	*a*	*	51 0	28*l.* fees	20*l.*	Boys 40 by 20 Girls 30 by 20
4	1	..	..	..	..	*a*	*a*	*a*	..	20 0	35*l.*	15*l.*	Each 28 by 16½
11	..	1	..	..	..	*b*	*a*	*a*	*	12 12	20*l.*	15*l.*	Each 26 by 16
6	17	10	..	3	..	*b*	*a*	*b*	*	30 0	26*l.*	25*l.*	Each 40 by 16
18	7	2	2	1	1	*b*	*b*	*b*	*	37 11	25*l.* + payments of better class		Each 20 by 30
broken up on account of illness in the district.								..	..	10 0	20*l.*	20*l.*	Each 15 by 18
41	37	..	6	19	..	*a*	*a*	*a*	..	51 0	40*l.*	30*l.*	Each 18½ by 27
18	14	7	..	2	..	*a*	*a*	*a*	*	80 0	40*l.*	35*l.*	Each 39 by 20
39	19	5	..	1	..	*b*	*a*	*a*	*	19 0	52*l*	40*l.*	Boys 50 by 24 Girls 40 by 24
83	68	20	..	6	..	*b*	*a*	*b*	*	70 12	65*l.*	..	24 by 50 and 18 by 20
16	14	16	5	7	..	*a*	*a*	*a*	*	121 0	55*l.*	40*l.*	Each 40 by 20
90	50	12	15	5	9	*b*	*a*	*b*	*	161 13	70*l.*	50*l.*	Each 28 by 68
16	32	1	..	..	..	*b*	*a*	*b*	..	64 0	70*l.*	35*l.*	
72	28	13	..	5	..	*b*	*a*	*a*	*	100 12	100*l.*		Each 40 by 22
120	84	42	..	40	14	*a*	*a*	*a*	..	316 0	100*l.*	50*l.*	Girls 41½ by 26½ Boys 40 by 25 and 18 by 20
64	57	13	3	3	..	*b*	*b*	..	*	..	65*l.*	45*l.*	Girls 29 by 35½ Boys 50 by 35½
16	11	4	..	1	..	*a*	*a*	*a*	*	27 0	42 10	18 18	Each 20 by 30
11	13	14	..	..	..	*a*	*a*	*a*	*	51 0	30*l.*		Each 15 by 32
50	15	8	..	2	..	*a*	*a*	*a*	*	17 0	25*l.* + half the fees	25*l.*	Boys 30 by 20 Girls 32½ by 18½
42	25	10	14	24	..	..	..	*a*	*	No full report made, building not complete.			
14	14	15	..	..	..	*b*	*b*	*b*	*	52 19	40*l.*	20*l.*	Each 26 by 13
20	15	3	13	8	..	*a*	*a*	*a*	..	96 0	55*l.*	41 12	Boys 30 by 20 Girls 24 by 20
47	21	7	..	..	..	..	..	*b*	*	177 0	110*l.* 10*s.*		Boys 70 by 29½ Girls 65½ by 20
23	22	1	..	..	..	*a*	*a*	*b*	..	25 0	60*l.*		Each 22 by 16
54	10	20	..	10	..	*a*	*a*	*a*	*	173 5	60*l.*	35*l.*	Boys 25 by 40 Girls 27 by 25
5	10	4	..	5	..	..	..	*b*	..	..	35*l.* + fees of higher class	30*l.*	Boys 47½ by 30
34	37	6	3	..	..	*a*	*a*	*c*	...	45 0	30*l.* + pence		Each 28 by 18
38	30	9	10	7	..	*a*	*a*	*b*	*	..	60*l.*		Girls 58½ by 17½ and 22½ by 18 and 17 by 10

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Schools in which Boys and Girls are assembled in separate Rooms.	Numbers present.		Unable to read Words of Two Syllables.		Able to read with Ease.		Write on Paper.		Write on Slates.	
Yorkshire.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Castleford	34	4	14	..	13	4	12	3	..	..
Hull, Collier-street	139	148	67	94	34	40	32	14	85	100
Leeds, St. George	130	70	35	35	50	25	77	35	38	..
Ripon (Diocesan)	125	74	39	23	54	41	71	11	..	63
Ripon (Trinity)	59	55	48	36	3	11	3	6	12	..
Rudby	47	37	18	12	23	15	23	10	..	2
Slaithwaite	105	46	57	29	22	12	38	9	40	20
Woodhouse near Huddersfield	76	47	23	13	29	18	33	11	38	36
Schools under a Master.										
Berks.										
Newbury	110	0	43	0	49	0	56	0	54	0
Cornwall.										
Quethiock	27	5	8	3	12	1	19	2	..	3
Devon.										
Colaton Rawleigh	9	5						The	Schol	only
Hants.										
Millford	41	0	10	0	14	0	22	0	19	0
Overton	67	0	11	0	21	0	30	0	37	0
Portsea † with street	173	0	44	0	46	0	64	0	109	0
Portsea,† new building	152	26	36	19	48	0	70	0	82	0
Woodhay East	23	31	11	9	4	9	0	3	23	28
Kent.										
Bethersden	27	0	8	0	5	0	9	0	3	0
Tunbridge Wells, Old Chapel	104	0	10	0	86	0	86	0	18	0
Tunbridge Wells, Victoria	111	0	24	0	28	0	37	0	50	0
Oxford.										
Southstoke	25	21	9	7	5	5	8	5	0	0
Surrey.										
Ockham	28	0	5	0	19	0	28	0	..	..
Yorkshire.										
Barmby † Marsh in Howden	30	15	13	5	8	7	10	6	20	9
Carlton in Coverham	33	16	15	4	7	5	11	10	0	0
Easington	39	8	18	3	12	3	19	3	0	0
Harrowgate,† High	41	24	26	16	6	1	8	4	21	14
Hedon	39	7	7	1	21	2	21	2	9	1
Honley	59	7	26	4	0	..	33	3	0	0
Kayingham	53	7	10	0	24	4	43	5	0	0
Kilnhurst†	27	28	15	10	6	18	6	14	0	0
Morley†	28	26	10	4	13	10	9	9	6	4
Oldfield	21	5	13	5	7	0	4	0	0	0
Scisset†	44	27	26	18	15	8	9	5	0	0
Sutton (the Groves)	15	6	In a wretched		condition;		the teacher to		be changed.	
Sleights	46	6	8	1	22	1	29	3	17	3
Woodhouse (Leeds)	29	9	19	7	7	0	9	0	0	0
Schools under a Mistress only.			*Note.*—In those schools marked † assistance is given by a							
Berks.										
Beenham	23	19	9	1	2	8	7	10	..	..
Harwell	15	37	12	6	1	21	0	8	12	29
Hermitage	13	19	5	0	1	3	0	0	5	17
Steventon	39	39	20	16	9	11	7	8	24	27
Cornwall.										
Gwennap	8	25	8	9	0	11	0	9	0	3

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In First Four Rules.		In Compound Rules.		In Proportion, &c.		Cleanliness of Children.		Intelligence of Children.	Training of Teachers.	Amount of Subscriptions.	Teacher's Salaries.	Dimensions of Rooms in Feet.
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			£. s.	Mas. Mis.	
..	..	2	..	..	..	*b*	*b*	*c*	..	.. ..	Fees	Each 18 by 24
17	40	..	..	..	..	*a*	*a*	*a*	*	70 0	30*l.* + fees	
No record kept of the results of the examination in arithmetic						*a*	*a*	*a*	..	50 0	Fees	30 by 57 and 30 by 45
23	34	10	..	2	..	*b*	*a*	*b*	*	100 0	50*l.* | 40*l.*	
5	3	..	..	..	..	*b*	*b*	*a*	*	53 0	55*l.* or 56*l.*	29 by 54
5	2	8	..	2	..	*b*	*b*	*a*	..	22 0	40*l.* { 15*l.* + fees of higher children }	Each 29 by 22
33	..	2	..	1	..	*b*	*b*	*b*	*	19 0	Fees + 6*l.*	70 by 26
41	23	1	4	5	1	*a*	*a*	*b*	*	38 0	80*l.* | ..	Each 21 by 43
50	0	10	0		0		*b*	*a*	*	33*l.*	31*l.* 10*s.* + fees.	55 by 29
9	..	1	..	2	..		*a*	*b*	..	4*l.* 16*s.*	3*l.* + fees.	30 by 15
opened a few weeks.										No full	Report made.	
19	0	0	0	0	0		*a*	*b*	*	32*l.*	26*l.*	30 by 15
37	0	8	0	1	0		*a*	*a*	*	38*l.*	30*l.*	42 by 14 and 25 by 14
83	0	46	0	5	0		*b*	*b*	*	153*l.*	40*l.* + fees.	49½ by 37
82	0	18	0	19	0		*b*	*a*	*		52*l.* + fees.	20½ by 41
12	22	0	0	0	0		*a*	*c*	..	27*l.*	22*l.*	33 by 19
3	0	0	0	0	0		..	*c*	..	17*l.*	17*l.* + fees.	35 by 15
47	0	10	0	29	0		*a*	*a*	*	70*l.*	60*l.*	21 by 45
30	0	12	0	0	0		*a*	*a*	*	77*l.*	40*l.*	60 by 20
1	3	2	0	0	0		*a*	*b*	..	0	17*l.* + fees.	
11	0		0	5	0		*a*	*a*	*	Whole expense defrayed by the Earl of Lovelace.		35½ by 18
4	1	0	3	6	1		*a*	*a*	*	18*l.*	35*l.* 10*s.*	16 by 32
2	0	0	0	0	0		*b*	*b*	..	15*l.* 14*s.*	27*l.* 18*s.*	23 by 23
12	3	0	0	0	0		*b*	*a*	..	17*l.*	40*l.*	28 by 15½
5	3	2	0	2	0		*a*	*a*	*	106*l.*	100*l.*	46 by 22 and 13 by 11
14	2	4	0	3	0		*a*	*a*	..	19*l.* 10*s.*	40*l.*	25⅝ by 19⅜
7	0	3	0	30	0		*b*	*c*	..	0	Fees.	48 by 28
5	2	5	0	13	0		*a*	*b*	..	0	Fees.	27 by 18
5	8	1	2	0	0		*c*	*c*	..	30*l.*	30*l.* + fees.	36 by 18
1	3	4	1	0	0		*b*	*b*	..	25*l.*	50*l.*	
..	..	1	0	0	0		*b*	*c*	..	0	Fees.	42 by 19
1	1	2	0	3	0		*c*	*c*	..	0	Fees.	60 by 21
							c	*c*				
6	0	2	0	4	0		*b*	*a*	..	10*l.*	Fees.	18 by 30
..	..	5	0	0	0		*c*	*b*	..	..	Fees.	50 by 19
Mistress in the instruction of the girls and younger children.												
2	4	0	0	0	0		*a*	*a*	..	15*l.* 16*s.*	19*l.*	31 by 14
15	37	0	0	0	0		*a*	*a*	..	36*l.*	35*l.*	17 by 38
1	3	0	0	0	0		*a*	*b*	..	7*l.* 10*s.*	20*l.*	26 by 16
25	33	0	0	0	0		*a*	*a*	*	..	30*l.*	35 by 17
9	2	0	1	0	0		*a*	*b*	..	4*l.*	20*l.*	30 by 16

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Schools under a Mistress only.	Numbers present.		Unable to read Words of Two Syllables.		Able to read with Ease.		Write on Paper.		Write on Slates.	
DEVON.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Bovey Tracy	0	56	0	10	0	22	..	..	..	..
Bratton Fleming	..	..	..	..	4	8	1	3	..	..
Culmstocke	33	68	21	35	3	13	3	5	17	36
Shebbeare	9	16	6	9	0	0	0	1	0	0
HANTS.										
Broughton	9	18	7	4	0	10	0	8	9	10
Compton	15	23	8	8	4	11	0	0	15	23
Owslebury	9	21	4	11	2	6	2	6	1	1
Winchester, St. Peter's, Cheeshill	23	36	7	5	7	27	3	10	20	26
Yateley	14	16	4	3	2	7	3	5	9	9
MIDDLESEX.										
Russell School of industry	0	55	0	18	0	25	0	30	0	25
SOMERSET.										
Bagborough, West	20	22	5	16	8	4	12	5	8	11
Bridgewater	37	66	24	23	7	26	0	3	37	63
Elworthy	8	8	5	3	0	1	1	2	2	3
SURREY.										
Compton	19	27	6	6	9	14	5	8	14	19
SUSSEX.										
Bolney	12	15	6	4	4	5	5	5	7	10
Broadwater	11	19	11	12	0	4	0	3	4	7
Falmer	33	50	10	14	13	32	11	31	22	19
Sompting	17	30	12	10	1	7	1	6	16	24
Worthing (District 2.)	56	44	28	20	1	11	1	11	27	13
YORK.										
Beverley	0	85	0	28	0	38	0	30	0	55
Knaresborough	0	77	0	41	0	15	0	37	0	41
INFANT SCHOOLS.										
KENT.										
Greenwich	142 of	both	sexes.	..	..	..	..	..	..	..
Milkhouse-street	32	33	..	..	..	..	..	..	..	..
Tunbridge Wells	114 of	both	sexes.	..	..	..	..	..	..	..
MIDDLESEX.										
All Saints, Mile End	41	42	..	..	..	..	..	..	..	..
Ponder's End	20	29	..	..	..	..	..	..	..	..
St. James, Ratcliffe	126 of	both	sexes.	..	..	..	..	..	..	..
SOMERSET.										
Frome	120 of	both	sexes.	..	..	..	..	..	..	..
Merriott	28	25	..	..	..	..	..	..	..	..
Norton St. Philip	11	16	..	..	..	..	..	..	..	..
Portishead	16 of	both	sexes.	..	..	..	..	..	..	..
SURREY.										
Wandsworth	74 of	both	sexes.	..	..	..	..	..	..	..
SUSSEX.										
Hastings	92 of	both	sexes.	..	..	..	..	..	..	..
Worthing (District 3.)	58	23	45	10	7	8	2	7	26	14
YORK.										
Castleford	29 of	both	sexes.	..	..	..	..	..	..	..
Knaresborough	30	28	..	..	..	..	..	..	..	..
North Owram	31	38	..	..	..	..	..	..	..	..
Ripon (Diocesan)	73 of	both	sexes.							

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In First Four Rules.		In Compound Rules.		In Proportion, &c.		Cleanliness of Children.	Intelligence of Children.	Training of Teachers.	Amount of Subscriptions.	Teachers' Salaries.	Dimensions of Room in Feet.
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.				£. s.		
..	..	..	..	0	0	*a*	*b*	*	6*l.*	18*l.*	
1	2	0	1	0	0	*a*	*a*	..	7*l.*	..	20 by 30
3	19	0	0	0	0	*a*	*a*	*	17*l.*	20*l.*	25 by 17
0	0	0	0	0	0	*b*	..	..	12*l.* 10*s.*	10*l.* + house	34 by 13½
..	..	0	0	0	0	*a*	*a*	..	..	6*s.* a-week & house	14½ by 21.
4	12	0	0	0	0	*a*	*a*	*	2 0	10*l.*	12 by 20.
0	0	0	0	0	0	*a*	*c*	*	10 0	16*l.* 16*s.*	17 by 24¾.
9	17	3	6	0	0	*a*	*a*	..	33 0	25*l.*	20 by 40.
1	5	0	0	0	0	*a*	*c*	..	..	9*l.* 6*s.* 8*d.*	25 by 16.
0	52	0	3	0	0	*a*	*a*	*	118 0	50*l.*	37 by 14½.
9	2	4	3	0	0	*a*	*a*	..	16 0	30*l.*	15½ by 25.
0	10	0	1	0	0	*b*	*b*	..	40 0	21*l.* 13*s.*	23 by 60.
1	2	0	0	0	0	*c*	*c*	..	5 0	..	20 by 20.
5	14	3	0	1	0	*a*	*a*	*	25 0	10*l.*	24 by 16.
9	9	0	0	0	0	*a*	*b*	*	9 10	25*l.*	15 by 30.
..	..	..	..	..	..	*a*	*b*	..	..	Fees & Allowance in Food and Clothing	15 by 36.
8	9	5	23	0	0	*a*	*a*	*	24 0	40*l.*	36 by 20.
..	..	..	..	..	..	*a*	*a*	*	46 0	35*l.*	40 by 18.
1	11	0	0	0	0	*a*	*a*	..	..	10*l.*+Board & Lodging	..
0	18	0	8	0	0	*a*	*a*	*	96 0	40*l.*	..
0	..	0	15	0	0	*a*	*b*	..	87 0†	25*l.*	24 by 30.
..	..	..	..	..	..	*b*	*b*	*	..	60*l.*	20 by 20.
..	..	..	..	..	..	*a*	*a*	*	15 0	35*l.*	888 Sq. Ft.
..	..	..	..	..	..	*a*	*a*	*	43 0	40*l.*	34½ by 28¼.
..	..	..	..	..	..	*b*	*b*	..	..	30*l.*	20 by 35½.
..	..	..	..	..	..	*a*	*b*	*	34 13	30*l.* + Half Fees.	48 by 20 & 5½ by 20.
..	..	..	..	..	..	*a*	*a*	..	67 0	85*l.*	60 by 30.
..	..	..	..	..	..	*b*	*b*	*	..	25*l.*	60 by 25.
..	..	..	..	..	..	*a*	*a*	*	26 0	50*l.*	65 by 18.
..	..	..	..	..	..	*a*	..	..	5 0	10*l.*	30 by 16.
..	..	..	..	..	..	*a*	..	*	..	30*l.*	30 by 18.
..	..	..	..	..	..	*b*	*a*	..	23 0	40*l.*	18 by 36.
..	..	..	..	..	..	*a*	*a*	*	..	35*l.*	25 by 24.
7	8	0	0	0	0	*a*	*a*	..	..	..	16 by 41½ & 14 by 26 1/8.
..	..	..	.	..	..	*a*	*b*	*	..	Fees . .	26½ by 22.
..	..	..	..	..	..	*a*	..	..	†	25*l.*	36 by 30.
..	..	..	..	..	..	*b*	*a*	*	..	35*l.*	36 by 18.

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SCHOOLS not in operation as DAILY SCHOOLS at the PERIOD of my TOUR of INSPECTION.

Bushford (Somerset), closed temporarily from the want of a teacher.
Chilton-super-Polden (Somersetshire), used as a Sunday-school.
Plumpton (Sussex), used as a Sunday-school.
Brockholes in Honley near Huddersfield, closed from want of means for supporting the teacher.
Brompton, near North Allerton, since opened under a master.
Gildersome, near Leeds, closed from want of funds to maintain an efficient teacher.
Horsforth, near Leeds, used as a Sunday-school for girls.
Howarth, near Bradford, used as a Sunday-school.

SCHOOLS NOT VISITED.—Dalton (Yorkshire). Milton (Hants).

Industrial Schools.

The schools at North Winkfield, Ockham, and Crowborough are industrial schools.

North Winkfield.—That at North Winkfield was established in April, 1835. The quantity of ground enclosed is two acres and a-half. The boys are employed in horticulture, and in wet weather in rush mat and basket making, half the day. The school opens at half-past eight, and closes, during the summer months, at five for the girls, and at six for the boys; during the winter season at half-past three for the girls, and at four for the boys. The children are allowed one hour for dinner and play; the girls from twelve to one, the boys from one to two. Small portions of land are allotted as rewards to deserving boys. The produce of the garden, over and above what was used by the master and given away to the children, sold last year for 21*l.* 11*s.* The children are glad to pay 2*d.* a-week; they remain at the school till 13, if they have not been previously removed to an endowed school in the parish. The garden was in beautiful order at the time of my visit, and the manner and appearance of the children very much in their favour. The master, a retired serjeant in the guards, who had previously kept school in his regiment, receives considerable aid in the instruction of the children from the clergyman (the Rev. W. L. Rham), who thinks it also no unworthy application of his great knowledge of agriculture to lead the boys to try experiments in gardening, and to direct them in the cultivation of their land.

Ockham.—At Ockham the buildings and arrangements of the school seemed to me full of interest. The nobleman at whose expense the school is maintained has got together a number of curious specimens of forest trees; and two acres of the school-garden is laid out as a nursery for the rearing and culture of such varieties as may seem most likely to prove serviceable in our English woodlands. The teacher,

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who has been trained in Scotland, has considerable skill in chemistry and other matters not usually falling within the range of acquirements possessed by our ordinary schoolmasters. The school was furnished with some chemical apparatus, a printing press with which the boys print their own regulations, and a number of contrivances for the instruction and amusement of the pupils. On the ceiling is a draft of the solar system. Some of the tables are marked out as chess-boards. There is an organ, a pair of globes, a magic lantern, and round the walls some busts and a barometer. Great attention is paid to the formation of habits of order. A simple arrangement in front of each boy's desk provides him with a separate place for his pen, pencil, slate, &c., and these must be properly disposed of before the seat is left. The boys are very intelligently taught; note-books are kept; and they spontaneously make great use of the school library. The school hours are from nine till half-past eleven, and from two till four; the rest of the day till five, with the exception of an hour for dinner, is spent in the garden or the shop. The erection of a shed bore witness to the skill of the boys as bricklayers and carpenters. About three acres and a-half are enclosed for spade husbandry. The boys are required to give their labour for one hour in each day to the nursery and general concerns of the establishment, under the direction of the teacher; during the remainder of the time spent out of doors they cultivate their own allotments, or amuse themselves in any manner they like best. The cheerful way in which they appeared to live together pleased me much.

Crowborough.—At Crowborough there is an enclosure of seven acres for the industrial training of children. At the time of my visit the school had been at work for about 15 months, and as the land had to be reclaimed from the moor, and everything was new, a great deal of labour had to be expended before the arrangements could be said to be fairly in operation; the detailed report will, however, show that there was considerable promise of good.

It is worthy of inquiry how far similar institutions might be multiplied; and I have, therefore, ventured to lay before your Lordships the following facts that have been communicated to me relative to some schools in Sussex, although, from not having visited them, I am unable to speak as to the most important matter, the amount and quality of the education given in them.

Willingdon (self-supporting).—Through the influence of Mrs. Gilbert of Eastbourne, an industrial school was established, in Midsummer 1840, at Willingdon, which supports itself. The number of children in attendance in the month of April in this year was 20, their ages varying from 4 to 13. In the morning, from 9 till 12, they attend school, and receive instruction in reading, writing, arithmetic, psalmody, the Catechism and Collects of the Church; in the afternoon, from two till five, they willingly help the master to cultivate the land, which they are able to do without assistance from adults, only one man having been hired to dig a small portion of the farm when it was wet. They pay 1*d.* a-week. There are five acres of land on the side of the South Down, at 3*l.* per acre, which, with 10*l.* for the house, &c.,

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make a yearly rent of 25*l.*, which the schoolmaster, who receives no salary, finds himself well able to pay. The land is not used for pasture, the cows being stall-fed. The cultivation is entirely that of the spade. The example set by the Flemish farmers, of preserving the liquid manure from the stock, has been found very profitable. The crops are alternately straw and root or green crops, oats and barley thriving best after potatoes and turnips. The clover, when watered with the liquid manure, produces three cuttings in a year.

East Dean, Jevington.—Similar schools have been established at East Dean, where the master pays 8*l.* a-year for four acres of land, in addition to the rent of his house and cow-lodge; and in the adjoining parish of Jevington, where the master supports by spade husbandry two cows on three acres of land. I am told that the experiments on Lord Ducie's land at Whitford, in Gloucestershire, prove that not only double but four times as much stock can be kept on corn, roots, and straw, as on hay. It is not a matter of small importance that our farmers should have the opportunity of seeing statements tested by experience as to the means of rearing the greatest quantity of produce, but it is of still greater moment that the children of our labouring population should feel that the formation of habits of industry in the station to which they are called is not incompatible with mental development, but that both may go on together.

Schools in which Boys and Girls are taught in separate Rooms.

In Towns.—Of the larger schools in which boys and girls are taught in separate rooms, the first place must be given to the boys' school attached to Christ Chapel, Marylebone, and that held under the same roof as the old chapel at Tunbridge Wells. The masters of both do their work in a very quiet and efficient manner. The boys remain till 14 years of age, and there is time for considerable acquirements in geography and grammar. At the Marylebone school those in the highest classes are well versed in English history, and a few have commenced learning Euclid. At Penryn, Sydenham, Ham, St. George's Leeds, and St. Mary's Hastings, the schools have great merit. The state of the Lancasterian school at Newbury is creditable to the master. Great pains are taken, and with considerable success, at the Portsea National School New Buildings, at St. Mary's Southampton, at Woolwich, and at the Ripon Diocesan schools, but in these cases the masters are tasked far beyond their strength. In the first of these especially (the Portsea school) the religious knowledge and arithmetical skill of the highest class are considerable. At Woodhouse, near Huddersfield, there is much that is very gratifying. At Slaithwaite and at Collier-street the schools which had been in operation but a few months at the time of my visit appeared to be making hopeful progress; in the latter there is a committee of ladies, each of whom undertakes a separate class of the girls, and results produced in their manners and intelligence are very gratifying.

At Slaithwaite I found some children in attendance from the neighbouring factory; the regulations under which these enter and leave

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the school need not interfere with the instruction of the rest. The means of instruction that are specially provided for the mill-children under the Factory Act are frequently of a very indifferent sort, and it is desirable that the example set at Bolton, Heywood, and other places, of receiving these children into the ordinary public schools, should be more generally followed. The quality of the education given is more accessible to inquiry. The children, by associating with those of a different class, have a better chance of being humanized, and of acquiring habits of cleanliness; and their regular payments are a great support to the established school.

In Villages.—Of schools of a more manageable size, those at St. Erth, Emsworth, North Heath in Chieveley, Clevedon, Midsomer Norton, Zennor, Hatherleigh, the boys' school at Banwell and at Overton, and the girls' school at Cardynham, gave me in different degrees much pleasure. The clergyman at East Cowes spends many hours in each week at his school, and the results, as may well be believed, are very gratifying. This is, however, by no means a solitary case: at Bratton Fleming, from want of being able to meet with a suitable teacher, the rector, at the time of my visit, was himself acting as schoolmaster; at Beenham, besides more important matters, the writing is wholly taught by the clergyman, to whom the pens are sent each evening to be mended, and the copybooks to have lessons set; at Compton in Hampshire, at Bolney, and at St. Peter's Cheeshill in Winchester, the clergyman, or members of his family, are daily at work instructing the classes; and, with scarcely an exception in our rural districts, the chief merits that are to be found in our schools ought, as I believe, to be attributed to similar superintendence.

Schools for both Sexes, under a Master.

High Harrogate.—Of schools in which boys and girls are assembled in the same room under a master, I was most gratified by that at High Harrogate, where sufficient means, such as a large gallery, a well-arranged play-ground with a covered shed for exercise, have been provided for carrying out Mr. Stow's training system in all its parts; and one of his teachers, a person of superior education, appeared to be doing his work with zeal, intelligence, and success.

Smaller Schools.—A school of an humbler grade, although of a very pleasing character, is to be found at Barmby Marsh near Howden; at Sleights near Whitby, and at Kayingham, the teachers appeared to me painstaking and respectable in character. At Easington the children have made some progress in etymology, and the use of one or two of the Irish Lesson-books has tended to raise the intellectual character of the teaching. At Quethiock perhaps all is done that could be expected from the slender salary of the teacher.

Schools under a Mistress for both Sexes.

With the exception of infant schools, it was only in the agricultural districts of the middle and south of England that boys were found

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receiving instruction from female teachers, and in these cases there were very few instances of boys above the age of ten years. Of these village schools under a mistress the best specimen was that at Falmer; that at Harwell also gave me peculiar pleasure; those at Sompting, Culmstocke, Steventon, Compton in Surrey, and West Bagborough, seemed also, in the character of the religious instruction given, and in the pains taken to make the children understand what was taught them, to deserve special notice and commendation.

At Worthing.—The schools in the parish of Broadwater (Worthing) will well repay a visit. Great pains are taken with the children; manuscript lessons are provided for them, which are accurately learned, and a considerable knowledge of the Scriptures is communicated. The girls in the upper classes write out, on the Monday morning, what they can recollect of the sermon heard on Sunday, and in many instances the abstracts so transcribed are such as must prove of real value in after-life. Some of the material arrangements are very pleasing. In the winter season rice is boiled for the children's dinner, a pint basin-full sweetened with treacle being sold for ½*d.*, the real cost is about ¼*d.*,—the clergyman occasionally taking his luncheon with the children from the same fare; the basins are kept at the school, one of the elder girls being paid a small sum weekly for washing them. [See the Appendix A.]

Schools under a Mistress, for Girls.

Russell School of Industry, Beverley (Lancasterian).—Of schools for girls alone, I inspected one (that attached to Percy Chapel, St. Pancras) in which the children are trained to do household work. The education given here was in many respects of a very gratifying nature. At Beverley there is an excellent Lancasterian school. The mistress, a person of good education, was born in a grade of society that is usually esteemed to be above her present position; but no higher office can be undertaken by a female than the instructing the children of the poor, if only she set herself to her work with discretion, humility, and diligence, sensible of the trust reposed in her, and looking to give an account of it at the last. When I met this lady afterwards at the table of the clergyman, I could not but indulge the hope that we were beginning practically to recognise the proper station of school-teachers, and to give them proofs that we sympathized with them in their arduous yet most important work. The girls' school at Enfield Highway pleased me much; and that at Knaresborough has considerable merit, chiefly as regards organization, and the behaviour and neatness of the children.

Infant Schools.

On the infant schools inspected, that at Tunbridge Wells was very satisfactory; and those at Milkhouse-street, Worthing, St. James Ratcliffe, Knaresborough, and Hastings cannot be visited without much pleasure. At Portishead and Merriot the children had been

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under instruction for a very short period at the time of my visit. It is, in my judgment, a most favourable omen for the latter that the teachers were trained at the Home and Colonial Model Infant School, Grays Inn Lane. At North Owram the Committee have spared no expense to provide all necessary apparatus. The school at Castleford ought rather, perhaps, to be classed as a dame's school. At the other infant schools noted in the Table a good deal of pains had been taken, and the teachers for the most part made a favourable impression on me as to their characters, but they would be greatly improved by more efficient training.

Furniture of Schools.

In some respects, and especially as regards mechanical apparatus and furniture for teaching, the schools inspected would supply facts from which, if general conclusions were drawn, we should be led to form too favourable an estimate of our parochial schools; for the schools that I visited were, with few exceptions, new schools, and the same vigour that first originated them is, in many instances, still active in carrying them on. Still, in a school of considerable pretensions that I visited, I found very few books, and only eight slates for the use of nearly 120 children; and in many of the schools established ten years or longer ago so necessary an instrument as a map of Palestine for the intelligent reading of the Scriptures is not to be found, although this deficiency may be supplied for 4*d*. In no way, perhaps, can a small sum be spent more beneficially than in furnishing a school, where the master is really desirous of doing his work, with a full measure of the most necessary apparatus; as, for example, a large number and variety of easy reading lessons, so that children may not be set to blunder over the Bible before they are able to read, wearing out the entire volume while they are occupied with one or two pages, and being taught to associate all that is most distasteful and difficult with the study of that holy book. There should be also a sufficiency of black boards for chalk-writing; copy-books and slates ought not to be made an extra charge to the children; and the master should be provided with an English dictionary, and a plain commentary on the Scriptures.

Of the 39 schools in which boys and girls were taught in separate rooms (being, as a class, the best furnished), there were 27 in which I found the map of Palestine, and in many cases other maps also. In 16 of these there were some efforts made towards teaching geography; 15 were furnished with a black board; in nine vocal music was taught from notes, two of these using the adaptation of Wilhem's method by Mr. Hullah, sanctioned by your lordships, five making use of Mr. Hickson's book, and two Mr. Turner's. Instruction in English grammar was given in five schools, and in four there were lessons in English history; maps were drawn by some of the elder boys in three schools; in two some instruction was given in etymology; and the play-ground of one was furnished with a circular swing. With the exception of six schools out of the 39, the reading lessons were almost confined to the Holy Scriptures, or small books of extracts from them.

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The 17 infant schools were, with one exception, fitted with a gallery, and tolerably well furnished with prints and the usual apparatus for infant teaching; 14 had an exercise-ground attached, but in these there was a great want of means for cheerful exercise, such as a circular swing, see-saws, and the like.

Structure of School Buildings.

The school-buildings were in general built substantially. In many cases, as at Ockham and at Woodhouse near Huddersfield, a great deal of taste and skill had been successfully brought to bear on the structure. The ventilation was seldom self-acting, which it ought to be. A very simple arrangement for this purpose is described in the first volume of your lordships' minutes. It is not sufficient to have windows that will open, for these will be too often kept shut long after the interior atmosphere has become disagreeably close and unhealthful.

A direct communication between the teacher's house and the school, so as to allow of his passing from one to the other without going out into the open air, should, if possible, be avoided. It is a help towards keeping the teacher faithful at his post, if the times of his entering and quitting his school be open to public observation.

General Observations.

After having travelled through different parts of the country, engaged in a work which brings one into contact with many deeply feeling and considerate lovers of their fellow-men, and after seeing their efforts in the way of schools for bettering the condition of those below them in practical operation, it may, I fear, be expected of me that I should be able to draw some general conclusions, embodying the results of matured thought and experience. I have, however, at present nothing of novelty to offer in this respect worthy of being submitted to your lordships.

In the remarks that I have made above on particular schools, (although it may be seen, from the detailed reports, that there were some things that I noticed with pleasure, which I have not repeated in this summary,) I have judged it right to dwell on the brightest side of the picture, that which offered a prospect for hope—the exertions to which it was my wish to give encouragement; but I should express myself most untruly if I was not understood to feel that, while something was doing, very much remained to be done.

Some of the chief defects in our schools may be conveniently classed under three heads: (1.) bad organization; (2.) want of effort on the part of the master to give intelligent instruction; and (3.) improper discipline, under which I include defective and unfit means for the maintenance of order. I have put discipline last, for it is by this that the characters of the children are in a great measure formed. With your lordships' permission I would make some remarks under each of these heads; and if what is said appear trite, or of little moment, my only apology for offering it is, that there are very many schools in which serious defects exist, for which these observations are intended as

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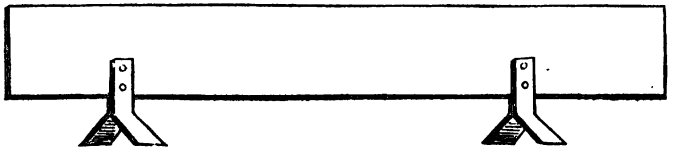
helps towards a partial remedy, and that it was my purpose at this time to suggest no alteration, the effect of which could not be tested by experience almost with the very humblest means.

It must be premised also, that these general remarks are not made without its being fully felt that, on account of the variety of circumstances, each school ought to have that recommended to it which specially suits its case, while the discrimination necessary for this can only be attained after great experience and close observation; that advice or other means for assistance will help those alone who are desirous of helping themselves; and that, while the state of a school depends in a great measure upon the system pursued, the best system will be found to fail if there be not activity, intelligence, and right-mindedness on the part of the teacher. No one will be able to look with satisfaction on his work who is not struggling conscientiously to do his duty, "not with eye service, as men-pleasers; but as the servants of Christ, doing the will of God from the heart."

Organization.

First, as to method and arrangement. It seems to me not advisable to teach children unable to read easy words of one syllable in the same school with more advanced scholars. In towns this preliminary instruction might be provided for by an infant school; and the difficulty of the first step towards a knowledge of reading will, as I hope, be materially lessened by the adaptation of Mr. Prinsen's method of instruction to our language, which is now being effected under your lordships' sanction. Little children require to have their lessons taught them; they cannot of themselves fix their attention. Spelling-cards, containing unconnected words and syllables, should never be made use of.

While the children in an infant school should not be led to consider the act of learning to be a matter that required no attention, or a mere amusement, and while pains should be taken to cultivate habits of order and prompt obedience, still the first object should be to make the children cheerful and happy,—happy with a sense of duty. It is the observation of some one, that he that makes a little child happier for a single half-hour is a fellow-worker with God. The occupation should be varied: the little boys might learn knitting or straw-plaiting, and there should be in fine weather occasional adjournments for ten minutes to the play-ground, which might in most cases be set round with a border of flowers. In every school there should be also, if possible, a black board for chalk-writing, one or two breadths of deal supported on legs, and planed smooth by the village carpenter, the upper edge being level with the foreheads of the children that have to use it.



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Great praise is due to Mrs. Hippisley Tuckfield for having, by the help of this instrument, given lessons in composition to the children of the poor at a very early age, and for having brought prominently forward the fact that they find it one of the most delightful of exercises to enlarge their vocabulary and to express their thoughts. And although, where there are no convenient walls, and but scanty space for black boards, the use of slates on the desk may in part answer the same ends, yet the change of position, the freedom of attitude, and the sensible character of the results produced, must, in my judgment, always make the former one of the most serviceable pieces of school furniture, even if we did not take into account the use which will be made of it by an intelligent teacher in setting down the heads of a lesson, teaching the first processes in arithmetic, drawing diagrams, and the like.

The school for the older children will not, in most villages, contain more than 90 scholars. These might be classed, for ordinary purposes, into three divisions: (1.) those who are reading simple narratives; (2.) those who can read with ease; (3.) those who read with fluency and expression. While one division was reading, another might be employed in writing or in drawing at the black board; and the third would be preparing lessons, committing tasks to memory, studying geography with a map, and the like.

The object of this threefold division is to keep the classes at work without having recourse to such monitors as are to be met with in our ordinary schools for the giving of instruction, the reading lesson being, as far as possible, always taken by the master. I am not considering the cases where the older and more promising children are apprenticed as pupil-teachers, or where the master gives his time out of school-hours to the special instruction of those whom he intrusts with the teaching of others. And while I am not averse to the employment in rotation of the steadiest boys to give out slates, to supply pencils, to hear lessons learned by rote, and to superintend certain mechanical operations, I am well aware that some children have been found very capable in eaching the mechanical part of reading, and that very many can communicate the knowledge which they themselves are masters of in arithmetic; but I feel that almost all intelligent instruction, the imparting of first principles, that which tends to enlarge the mind and form the character, must come from older persons. A serious objection, moreover, to the indiscriminate use of boys as monitors arises from the bad effects commonly produced on the manners and character of the monitor himself; in most cases his countenance while he is engaged in giving instruction cannot be attentively watched without pain. I am, however, far from thinking that the use of monitors should be wholly dispensed with, or that the duties and responsibilities of their situation may not be so impressed on them as that they should feel that they were to be patterns to all placed under their charge, and that so the exercise of their office might prove to them not an injury, but a benefit.

To afford the master some interval for general superintendence and direction, each division, before it came up for its reading-lesson, should be dismissed for ten minutes to the play-ground, while

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leaving the school at other times should, as far as possible, be discouraged.

The lesson in writing in a copy-book should not occupy more than 20 minutes or half an hour; after a short period the delicate frames of children become incapable of that precision and freedom of movement indispensable to good writing. The great thing to be attended to is, that, however little is attempted, that little should be well done. M. Mulhauser's method of teaching, as prepared under the instructions of your lordships, furnishes a series of graduated lessons that must greatly facilitate the attainment of skill in this art. All necessary preparations, such as the mending of pens, &c., should be done out of school-hours. The boys should be encouraged to judge of their own work, and perhaps of each other's. The remainder of the time spent in this way might be given to writing on the slate sentences from dictation or abstracts of the lessons read, &c.

The classification made use of in the ordinary school arrangements, as regulated by progress in reading, would be found to fail in arithmetic. The difficulty of giving instruction that should be serviceable to all alike might perhaps be surmounted by breaking each of the reading classes into two divisions, according to the skill of the children in numbers; but if it was not thought to interfere too seriously with the quiet and order of the school to classify the children afresh, so that all might learn ciphering at the same time, some of the more advanced pupils would work well, independently of each other, with only occasional aid from the master, while the rest might be divided into three or four classes which would come under his care in rotation, he first working a problem with them, and then dismissing them to work three or four of a similar though easier kind by themselves, and again calling them up to examine their results, and give what assistance seemed needful. In the reading-lesson the master would perhaps give more of his time to the most advanced boys; but in arithmetic this proportion must be reversed, and the new beginners must have the greater number of sums worked with them before they would be able to go alone.

Intelligent Instruction.

With regard to the intelligent instruction of the children, it is very difficult to give advice that will be of service to many of our teachers. The reading-lesson will, if they are wise, be their stronghold, and this should be never given without preparation. If the lesson be in the Scriptures, the passage should have been gone over, on the previous evening, with a book of questions, and some plain commentary; the master should have at hand also a good English Dictionary (Walker's may be purchased for 4*s.* 6*d.*), and not be ashamed to make frequent use of it in the presence of his pupils. Let these feel that he is a learner with them, and that our education continues throughout the whole of life, and that what is really shameful is not ignorance, but a carelessness about knowing better and doing better for the time to come. It is a hint of Mrs. Tuckfield's, that, before a lesson is commenced, the teacher should say, "We are going to read about ———;

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what do you know upon the subject?" and that, having extracted from each child its little store of knowledge, the teacher should sum up and say, "Now this is what you know on the matter, let us see what the book tells us;" and that when the lesson is finished the teacher should again recapitulate and sum up the total of the knowledge acquired. Such a process, besides forming the habit of collecting and arranging ideas, creates as it were the appetite for, and facilitates the digestion of, the intellectual food provided; and Paley gives it as the result of his experience as a teacher,* "that, unless some curiosity was excited before it was attempted to be satisfied, the labour of the teacher was lost; when information was not desired, it was seldom, I found, retained." After a reading-lesson has been given the older scholars might be dismissed to write out an abstract of what had been taught them, the younger ones to pick out the more difficult words, writing them on their slates with the explanations that had been furnished of them.

There should be no committing to memory columns of spelling, except, perhaps, in the case of words that sound alike, but differ in sense; and the spelling of these may be most readily learned by writing from dictation sentences in which they are included.

While the teacher cannot be too careful to avoid anything like preaching to his scholars, and should attempt, as far as possible, to go upon what has been called the no-telling system (see Appendix B), attempting, as far as possible, by suitable questions, to draw out the faculties of the children, and to lead them to find out for themselves in some degree the instruction which he wishes to impart; it is desirable, if his own feelings lead him to do so, that in reading the Holy Scriptures he should, by short pithy observations, as it were, twitch his scholars by the sleeve and draw their attention to the wonderful truths therein contained. Notes, such as "Think of this when you go home this evening," "Doth any one feel that what is here said applies to his own conduct this day?" without staying to particularize further, may produce the most salutary effects upon the susceptible natures of children: but anything of this sort will be worse than useless if it be at all forced; it must be, as it were, irrepressible, the natural outgushing of the heart. None are so quick-sighted as children to discern anything that may border on affectation or hypocrisy; and in all cases, with regard to the expression of serious feelings, it is better to err upon the side of too much reserve than the contrary. It is an expressive figure of Milton's, where, alluding to the sad consequences attendant upon the over-great profession of religion in his day, he speaks of the "inward acts of worship," those juices that should have remained at the heart, and kept warm the life of the soul, as unwholesome humours, "running out lavishly to the upper skin, and there hardening into a crust of formality."†

An honest teacher will give his greatest pains cheerfully to those children that seem naturally least capable, while his clever boys will in a great measure take care of themselves; he will feel that dulness

* Preface to the 'Moral and Intellectual Philosophy.'

† Of Reformation in England, Book I.

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of understanding is a sufficient affliction, without being aggravated by impatience and carelessness on his part.

A Committee of Visitors may be of the greatest service in increasing the amount of intellectual instruction given in a school, as well as in raising its moral tone. They must, however, abstain from making remarks during school-time; and, except on very obvious matters, such as want of cleanliness, quarrelling among the boys, or the like, their advice, if they be judicious, will be offered rather to the Secretary of the School Committee than to the master. As there should be but one master in a school, so that master should have but one authoritative counsellor. His task is sufficiently arduous, without his being subjected to a number of perplexing and oftentimes contradictory recommendations; but he will feel the presence of persons superior in station to himself to be an expression of sympathy with him in his work, as well as a support to his authority with the children. The parents also will greatly value such an evidence of the interest felt in their children's welfare, and not only may these visits prove the means of humanizing both master and scholars, and of strengthening those cords which bind together the different ranks of society, but also the person making them may feel himself to be directly useful as a teacher, if he will occasionally take each class, hear them their lessons, and ascertain, by questioning them, how far they understand what they have been learning. A visitor should not confine himself to giving religious instruction; where the master has little or no knowledge of geography, etymology, or grammar, no inconsiderable amount of instruction on these subjects may be communicated, at the expense of a little pains on the part of the visitor, to the great delight and interest of the scholars.

Discipline.

With regard to the maintenance of order, a teacher should recollect these three things: first, that the quieter his school is the better; secondly, that this quietness will very much depend upon his own calmness, upon his not speaking more than is necessary, using his eye rather than his voice, and, when compelled to speak, speaking in the gentlest tones; and, thirdly, that punishment is in itself an evil, and the use of it a reproach to the master, who ought to be able to carry everything by the influence of his own character, the children fearing not so much the rod as the loss of their teacher's approbation. The punishments used should also be of the lightest kind, such as are rather calls to the offender for reflection, than the infliction of a positive grievance. Still the master must be felt to be an absolute monarch,—a monarch, it is true, of the paternal kind, and whose authority is based upon the reliance which the boys have upon his justice and consistency of conduct.

When a new teacher first takes charge of a neglected school he will sometimes spend what to many may appear too large a portion of his time in drilling the boys to go through certain mechanical movements. The attainment of facility in these matters is of course not an end in itself, but is often most serviceable in the cultivation of habits of at-

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tention and obedience, producing a direct influence upon the formation of the boy's character.

This inquiry, how the discipline of a school may be best preserved, is so important, that I may perhaps be excused for going into some particulars, without professing to offer that which in any sense can be taken as a complete answer to it.

And first, after what has been said, it is not necessary for me to stigmatise some methods for the attainment of this object as not simply ineffective, but positively mischievous. For example, in a school which I visited in one of the southern counties of England, the master, whose cane was his constant badge of office, was enabled by the help of a quick eye, a strong arm, and very dull perceptions for the sufferings of others, to attain, during his presence in the school, to a perfect outward compliance with his orders. It is true that, when his back was turned, the spirits that were kept under by this mechanical pressure at once effervesced and boiled over, there being in addition a strong admixture of bitterness infused by this unnatural coercion.

Other teachers pursue a plan less effective, as far as visible effects are concerned, although not fraught with the mischief attendant upon that to which I have just adverted, ordinarily contenting themselves with bawling from a corner of the room, "Not so much noise, boys;" "Have I to speak to you again, sir?" and being only on occasions roused to a vigorous use of the cane. A much better effect would be produced in a moderate-sized school, if the teacher simply hinted, in a gentle tone, that he heard one little boy exerting his voice more than was necessary; each conscience-stricken offender would probably in that case at once be silent, applying the notice to himself.

Everything like exposure should, if possible, be avoided; as long as a boy is fit to remain in the school, let him be treated as one that has the good opinion of the teacher to lose. An offence may be spoken of, without naming the offender; expostulation and reproof should be private. The more we act towards boys as if they were reasonable beings, as persons having sympathies and feelings like ourselves at our best moments, the more successful shall we be.

I will give now one or two examples of methods of treatment that I witnessed with pleasure.

A teacher, while engaged with a class, observed two boys fighting in another part of the school; he quietly removed them from their desk to a corner of the room. They were naughty boys; and, although nothing was said, they felt that they were not allowed the privilege of going on with their studies. About the middle of school-time, the rest having been dismissed for ten minutes' run in the play-ground, the teacher, addressing one of the offenders by his Christian name, took hold of his hand, and asked him what it was made for; whether for the purpose of pulling the other's hair, or for better things. Afterwards, turning to the other, he asked him whether the law of God permitted him, if his fellow struck him, to strike in return; and what was said in the Gospel on this subject. Having extracted the desired answers, and asked them to shake hands, they were presently let off to join their fellows in the play-ground.

Another teacher, a mistress, stood, while dismissing her children at

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the door of her school, and severally shook each girl by the hand, as she curtsied in passing; presently one came up to whom the teacher gently refused her hand, saying, "No, you have so behaved yourself to-day that I cannot shake hands with you." The girl was evidently strongly moved by this reproof. It is perhaps needless to add that the cane or other means of corporal punishment was scarcely ever resorted to in either of these schools.

Another teacher is in the habit of assembling his entire school before him at the close of each day, when, in a short quiet address, not at all as preaching to the children, he notices, without mentioning names, the matters that he has observed to go wrong. On the day of my visit, with great good sense and good feeling, he said, after alluding to one or two things that he had observed, that such conduct was inconsistent with what he hoped would be the character of the boys of his school; that he wished them to carry it about with them in their thoughts that as scholars there they were not excusable if they behaved like other less fortunate children who were left to run loose and uncared for in the streets. The teacher who said this was an old man, and had been many years in his post; and although I do not mention these instances as patterns to be servilely copied, but simply as examples of the carrying out of those principles of management which I wish to see prevailing in our schools, such a practice seemed to me fitted to cultivate a habit of self-examination in the minds of the boys, which, if constantly associated with the end of the day's business, could scarcely fail of producing results the most happy.

In one of the best schools that I inspected, on inquiring of the teacher what rewards he used with his children, he said that, when the class had pleased him, he gave them a lesson in geography or history, which was found to be a sufficient stimulus.

Necessity for leading Teachers to a right Sense of the Responsibilities of their Office.

Our teachers cannot have it represented to them too vividly how great the charge is with which they are intrusted, and how distinct and forcible the assurances are that no part of their pains will ever be lost. The work is indeed that of the sower, and the results are in many cases not to be perceived by our eyes; but all that is done will, in one way or other, have its fruit. A teacher should feel himself to be in some degree responsible for the failures of his pupils; not, of course, singly responsible, for he has to work with many adverse influences continually thwarting him; but, in proportion as his hopes of doing good are enlarged, he will, if right-minded, be more anxious after self-improvement, more quick-sighted to discover past errors, more ready as he goes forward to profit by his experience.

The young thief, with his strong will, and his intellectual faculties highly developed for knavery,—the spoiled child, with his fretful temper, his selfishness, his incapacity to set himself steadily to any serviceable work,—and other characters, unhappily too common in the world,—bear witness to the diligence and success with which their guardians

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and instructors have done their work; and why should not the laborious teacher, full of prayer as well as of watching, strong in his confidence on Divine aid, believe that he also shall be made capable of accomplishing his ends? There is a direct and unconditional promise, "Train up a child in the way he should go, and when he is old he will not depart from it." It is acknowledged that the soil on which we have to work is strange and unkindly for the growth of those plants that we desire to cultivate, but no honest endeavours that are bestowed upon it will ever be spent in vain. (See App. C.)

If it should seem that I have glanced at topics which, while they are received truisms, are unfitting to be dwelt upon in this class of documents, I can only plead as my apology that I feel that there is need that they should be repeatedly brought forward, in season and out of season. Schoolmasters are to be found with, I may almost say, no sense at all of the responsibilities and importance of their situation, making apparently no effort to exert themselves as rational beings, limiting their desires to the realization of a certain formal routine, irrespective of circumstances, and with scarce any care or hope as to results. To give one example, in a teacher who was represented to me as a person of respectable character, and whose school was kept under what would be felt to be the most advantageous circumstances, there being no lack of funds or of will to supply all that was necessary, and the best of our English schools being within reach, so as that the master might without difficulty have made himself perfectly acquainted with the most improved methods of instruction; the number of children in attendance upon the day of my visit was under 40; these were divided into five classes, each under a monitor. On my observing that I could not detect any difference between two of the divisions, and that if these were thrown together the services of a monitor would be spared, the master assented to the fact of there being no difference in the proficiency of the children, but said that in the school in which he was trained (a very large one) there were five classes, and that he thought it right to keep up the same number. The children were backward, and very imperfectly instructed; and on my further asking him if he did not think it right to take a class himself occasionally, so as not to leave the whole business of instruction to his monitors, he made reply, "No, Sir, that is not our system; with us the monitors teach; it is the master's business to superintend and see that the others do their work." I am afraid, from what I noticed, that even the system of superintendence was in this school carried out very imperfectly.

It has been inculcated upon some of our teachers that they are to be the *servants of the Church;* and there is doubtless a sense in which this phrase may be interpreted so as to set forth a great truth, although the more fitting mode of expression is, in my judgment, *members of the Church, servants of the Divine Head;* but some have, I fear, understood this teaching as that they were so far servants of the Church that they were not to exercise, upon their own business, upon matters properly within their own sphere, their faculties of judgment, but that they were to wait to receive from the clergyman directions as to the most trivial matters before they might venture to put into practice the most obvious suggestions of experience. The office of Schoolmaster is surely dis-

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tinct from that of the clergyman, and brings with it its own duties. A sense of these, if rightly impressed upon the former, will not elate but humble him, while at the same time it will stimulate him to exertion. The accumulation of responsibilities in the person of a single individual is not ordinarily held to be the arrangement that is likely to bring about the most satisfactory result; rather these should be shared as much as possible, each being answerable for that which is specially the work of each; so would every member feel that it had its own office, not all possessing the same gifts, but each having need of the other, and all but one body.

In the case in question one desires earnestly to see the upper classes take an interest in the teacher's work; and to secure this, one would, if possible, draw them to the school by forming them into a committee for its superintendence; and especially one desires to see the clergyman continually there, communicating both to pupils and teachers the benefit of his superior intelligence, and, above all, being at his post as the shepherd of the flock, taking diligent care that the most important matters be rightly taught. But while, in many parishes, the clergyman is precluded from paying the attention which he desires to give to the school, by the flood of business which presses upon him hourly, and well nigh overwhelms him, and must in all cases have his own special duties to discharge, he will, if he is wise, expect the schoolmaster to act for himself in conformity with certain general principles, so that he may not have his energies dwarfed and stunted by degenerating into a mere instrument for carrying out a mechanical system, but rise into being, under God, a living, active, and intelligent fellow-labourer with the minister of religion in the great work of perfecting the souls of men.

The necessity for an order of teachers superior to those who are commonly found in our schools is now being strongly felt; and to provide these we must not only build training-schools, but clergymen and others must select, from such as are personally known to them, promising youths, with whom those training-schools may be filled; and after this is done there is still another matter to be provided for, without which we can scarcely look for much improvement in our schools,—I mean an arrangement by which adequate salaries may be secured to well-qualified and diligent teachers. Your Lordships will observe, from the table in the early part of this report, that some of those school-rooms that have been built with aid from the national grants are at present closed through the want of funds for the support of a competent teacher. I have met with schoolmasters whose labours were remunerated at less than a shilling a day; and it is not to be wondered at, if so ill-paid and toilsome a service be occasionally deserted by those whose education will be to them the means of earning much higher wages as clerks and bookkeepers. While there are among our large landowners and capitalists many noble examples of great efforts being made to supply, as far as possible, the wants of those who must be considered their natural dependents, there are also, I regret to state, sad instances to be found of the entire neglect of those high responsibilities that cannot be separated from the possession of property (see Appendix D.); and particularly in this case of schools, I have found parishes in which the entire subscription for their annual support was drawn from the pockets

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of the clergymen. What efforts are made in this way, in some of our more secluded and destitute districts, almost exceed belief. I found one instance of a clergyman in the West of England, the annual returns of whose benefice were considerably short of 200*l.*, and whose income was so small that he was bringing up a family of sons, not to fill his own situation in life, but to be emigrants to Australia, and who yet had spent in support of his daily school nearly 40*l.* during the past year, and who expressed himself resolved to make any sacrifice rather than that it should fall to the ground. I have found another instance of a clergyman in the manufacturing districts, of limited means, and the returns of whose church preferment scarcely defrayed the necessary expences for the decent solemnization of its services, and who had nevertheless given towards the establishment of his schools, during the first two years of his incumbency, nearly 300*l.* And if it were right to call particular attention to the exertions and self-denial of those who look for the notice and approbation of no human eye, such examples might easily be multiplied.

There is, however, one point connected with this subject, the importance of which was pressed so strongly upon my conviction, that I cannot refrain from making particular mention of the case by which it was suggested; I mean the results to be hoped for in the way of school extension by the erection of a church in the least promising localities. In the district referred to (that attached to St. George's, Leeds), the church had been consecrated, and the incumbent appointed, within three years from the time of my visit. The population is about 11,000, mostly of the labouring classes, some utterly destitute; in the schools which I inspected I found 200 children, and since that time additional schools have been opened, capable of accommodating 500 more. The education given was of a high class, and the character of the buildings may in part be estimated from the fact that their joint expense has exceeded 3000*l.* There are other collateral benefits in addition to those resulting from the exercise of the peculiar functions of the clergyman, such as the formation of charities, the institution of benefit-clubs, and the like, which arise out of the location of a clergyman in a neglected district; but to these it is not my province to advert.

As to what remains to be done; in addition to the extending and perfecting of those processes which are now in operation, it is to be feared that in the lanes and alleys of our manufacting towns there is still a large class of children who never find their way into our schools. Not only are the parents too debased or too poor to pay the smallest coin for anything beyond the lowest enjoyments or necessaries of the animal life, but the children themselves are too dirty and ragged to be admitted into the company of those who are one degree removed from the lowest grade of society. In our agricultural districts, although at first sight it might be supposed that, with the assistance afforded by your Lordships, in addition to grants from public societies and local boards, it would not be difficult at least to raise school-buildings wherever they were needed, still there are places where nothing can be raised, and, consequently, where nothing is done,—where the landowners are either careless or penurious, the clergyman ill paid, and the

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people so barbarized by many years of neglect that they are in no sort sensible of their own needs. Such a district, the population of which amounts to several hundreds, was lately brought under my notice. The clergyman, aged 84, receives 80*l.* per annum, deriving the chief sustenance for his family from the produce of his garden, which he cultivates himself; and while there is no Sunday nor daily school, the people are growing up brutalized, in a state of darkness and ignorance that would seem in happier regions absolutely incredible. Such a case is, I hope, very rare; but there are other inhabitants of our agricultural districts who are often far worse taught than the labourer's child, I mean the children of our farmers; and unless these are properly educated very little is done. The character of the farm-servant depends in a great degree upon that of his master; and, if a lasting and salutary effect is to be produced upon the lower classes of society, attention must be paid to the establishment and superintendence of good middle schools.

My Lords, I am, &c.

(Signed) JOHN ALLEN.

APPENDIX (A).

The school at Worthing is, if I may use the expression, made the centre of the parochial system; not only are the accounts of the clothing and benefit clubs, with the lending library, kept there, but there also is a room where, at stated seasons, the clergyman is accessible to his parishioners for the relief of their bodily wants, a store of trusses at reduced prices being kept for the use of the poor, and some simple medical appliances for gratuitous distribution.

APPENDIX (B).

On the Socratic or Catechetical mode of instruction the following extracts will be read with great interest by all who know anything of the character and experience of the writers.

"A good searching examination of children is by no means that very easy thing which people commonly think. . . . The desirable point is, to insinuate your information into their minds, so that by indirect and tortuous entrance it may be caught and entangled with what is already there, and not slip out again as it would through a direct passage. . . . Begin with a simple question, readily admitting of an answer; on that answer build another question, and on the answer to this another question, and so on, until you bring the child to the answer which is the conclusion required. In going through such a course

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he feels not only a curiosity as to what will come next, and so keeps his attention awake, but also a lively interest from the experience of his own inworking power, and regards the conclusion with something of that partiality which a mother entertains for her offspring. No wonder that he should firmly retain such information, to the inculcating of which have been brought to bear three of the most powerful principles of his nature, namely, curiosity, consciousness of power, and regard for his own.

"The main point is, so to shape and order your questions as never to be reduced to tell them anything in the way, and that the last answer should give the conclusion full and convincing. This evidently requires much patient practice on the part of the teacher, and some acquirements also. He must have gauged the capacity of the minds of children, obtained an insight into their working, so that he may know where and how to press with his questions. He must have an intimate acquaintance with Scripture, be possessed of a good stock of clear vernacular language, be distinct in his conceptions, and be furnished with the means of apt and familiar illustration; and he must have a quickness of apprehension to catch all for which the text gives him a handle, and to turn to account, on the way, the answers of the children, so that they may go on steadily in the proposed direction.

"Thus he raises his pupils by just degrees continually to a higher level, and yet so insensibly uphill that they shall not at any moment experience any of the difficulties and discouragements of the ascent. Not but that, when they shall turn round and look back, they shall be struck with the view of the height to which they have attained; and so to turn their faces, and let them take pleasure in the sight, is one of the arts of a good examination. The result is, that the child becomes conscious of his strength, and desirous to exercise it in further progress; and as motion, in proportion to its rapidity, becomes more difficult of direction, so, as you proceed with him, you must be more careful, and remember how trifling a circumstance may sometimes give a wrong bias. Hasty instruction, soon forgotten by yourself who gave it, is not soon forgotten by those who receive it, and more especially in the great concern of all—Religious information. Their minds are eager of inquiry, greedy of reception, credulous, confident. What you present to them, therefore, should not be a matter of indifference, but of sober consideration. Its tendency should be perceived by you; for you know not how deep and how wide it may shoot in a genial soil. . . . You may perplex the child, instead of informing him." (*From 'The Bishopric of Souls,' by the Rev. Robert W. Evans*, pp. 167, 170.

The business of the catechist is to, "first, *instruct* his pupils by questioning the meaning into them, and then *examine* them by questioning it out of them. . . . The practice recommended has, of course, its difficulties; and the method cannot be fully shown without more minute examples than can well be given in an address of this nature. I may possibly, however, explain myself in some degree. The thing to be done is, to possess the minds of a number of ignorant and heedless children with the sense and meaning, we will say, of one of our Lord's Parables, and to bring them to perceive and consider the practical lesson which it is intended to convey. In order to this, their attention

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must, in the first place, be gained and fixed; and then there will probably be words and phrases to be explained, perhaps old customs also—the literal story or similitude to be compared with the religious truth or doctrine which it is employed to illustrate, and other portions of Scripture to be cited and brought to bear on the point in hand in a way of confirmation or further exposition. Then there are two ways of proceeding: you may *preach or lecture* upon the subject, and in so doing you tell your hearers what you have acquired and ascertained yourselves; or else you may communicate instruction, as I advise, *by asking questions, and correcting the answers*, or, I should rather say, by bringing the children themselves to correct them, by means of further questioning on your part; and in that case they tell you every thing. . . . . The catechist's method forces the child to think. Some little effort and application of mind is required of him—is actually extorted from him, every moment. Instead of making a speech, the instructor has put a question; perhaps he has got no answer, or a wrong answer, but he is not beating the air, and his pains are not thrown away. If he has but shown his pupil that something has been asked of him to which he can render no reply, at least he has arrested his attention, and probably excited his curiosity, and convinced him, moreover, of his ignorance, and made him perceive just in what place and instance he needs information; and therefore, if he has not made a proselyte, he has got a hearer, and from so small a beginning greater things are soon to follow. . . . . He has the opportunity, whilst the catechetical instruction is proceeding, of interspersing, as he gets his replies, many brief remarks and practical observations, in a natural and lively, and therefore attracting and affecting manner; or he may sum up the particulars afterwards in a short discourse, and ground upon them, with good effect, the admonitions which they obviously suggest. . . . . It would astonish an inexperienced person to see how much very young children may acquire in this way, and how much a whole school may be interested by it. . . . . They get imperceptibly a knowledge of words, and a fuller vocabulary; and so, one of the peculiar difficulties which every one will meet with who attempts to instruct the children of very ignorant parents will be in a great degree overcome. . . . . Next to being asked a question ourselves, nothing awakens and interests us more than hearing others questioned; there will be curiosity to catch the child's reply; a thought can scarcely fail to cross the listener how he should reply himself, or whether he could reply. Many are glad to get information without the risk of exposing present ignorance; and when the information is watched and waited for, it is retained." (*From the Charge delivered in June, 1835, by Archdeacon Bather*, pp. 19, 20, 23, 26, 31, 32.)

Appendix (C.)

It cannot be repeated too frequently that our schools are to be places where children are to be educated, and not simply where instruction is

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to be given on certain definite subjects. The mode of communicating instruction is to be regarded, as well as the quality and extent of the instruction itself. The following extracts put some of the matters which I would wish to impress on the minds of all teachers in a very forcible manner:—

"Nor is it only for the future period of their life" (the writer is speaking of the right education of children) "that we have to provide in this essential interest of their being. Their minds at present admit of being fashioned to good or to evil. Piety and practical reason can be infused into their tender capacities; and, young as they are, they are the objects of the care of God, and should be so of ours. It is the mistake of our pride and selfishness to think little of the disposal and destination of children, except for the sake of what they may be hereafter when they arrive at our own boasted maturity. Perhaps they will never live to see that time; but what then? They are endowed with a reasonable nature and immortal souls like ourselves; and they are members of the family of Christ, and have a place assigned to them in heaven as well as we; and their feelings and intellect are now what ours once were, capable of being cultivated, and taught to know their Creator, and render him praise in their little circles of thought and action. Their very spring of life may be made to bear its fruits, and render an offering not unfit to be laid upon his altar. They deserve our care, in regard to their present as well as their more matured virtue, yet in distant expectation. . . . . It will be impossible to boast of instruction as a blessing, either to the individual who receives it, or to the community to which he belongs, unless it be rationally directed. The power of reading, or the use of it, makes no man either wise or virtuous; by itself it is a vague and undistinguishing faculty. It is the kind of instruction conveyed and received that determines altogether the character and value of our studies and acquired knowledge. Education, properly understood, is that which prepares the young to become good men hereafter, and regulates their mind from the first, whilst it enlarges their ideas. It is that which instructs them to think and act as moral and religious creatures; to become acquainted with God and their Saviour in the doctrines of the Christian faith; to understand their duties towards God and man, which they were born to discharge; and to become disposed to the practice of those duties, by a knowledge of the responsibility under which they act, of the great Judgment to come, and of the final issues of a good or an evil life in an eternal world, under the righteous government of God. Let no vain sophistry delude us into a misdirection of our studies. Piety and virtue are the proper work and business of our existence, in all its periods and stages, from the first dawn of our reason to the latest improvement of it in our grey-headed maturity. It follows, that to communicate the knowledge and establish the first principles of these things in the understanding and the moral choice is the one chief purpose and most legitimate end of youthful instruction.

"Perhaps it may be thought that the true scope of education is rather to furnish the young with the skill and learning required for their particular callings in life. But consider this point: our callings in life are not the end for which we are sent into the world: they are stations which God has appointed, wherein we may do what is right and good, and practise certain duties, and serve him. We are not born to be

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mechanics or husbandmen, merchants or mariners; these callings and professions are temporary states of probation, giving birth and opportunity of exercise to integrity, patience, dependence upon God, contented and virtuous industry, and supplying the means of doing good in various ways. Our particular callings diversify the occupations of life, whilst the great laws of God, and the business of our moral and religious duty resulting from them, follow us into every calling, and create the constant employment of our habits and principles. Whatever may be our post or profession, and whatever skill or learning it may require, which, no doubt, ought to be provided in youth, still our first and last care for ourselves and our young families should be, that we be instructed in our obligations and duties, and acquire the skill of being good men. It is only a debasement of the mind either for the young or the old to separate any of their studies or pursuits from this controlling moral direction. . . . . When we take in hand to educate the young, together with the care to inform their understanding with necessary truth must be joined the government and training of their habits and actions: the ethical instruction applied will be unavailing if there be no watchful and practical discipline to regulate their dispositions and conduct. Suffer me to explain myself in this important point. Education will never produce virtue by precepts repeated and truths inculcated. To encourage the heart and affections of the young to a love of what is good, to restrain their wrong propensities, to watch their ways of behaviour, and deal with them according to their essential character as moral agents, by making them perceive that we are more intent on what they do than what they learn to say from their books,—this will give efficiency to instruction, and convert it into an instrument of practical good.

"I trust it will not be supposed that, in challenging the first regard to moral and religious instruction, I imply any wish to see the other learning of a popular school reduced to a state of inefficiency. A spirit of *industry* and *carefulness* in the use of their *time* are primary virtues to the young. If these are maintained in a school, they will ensure to its pupils, in their several kinds of study, all the progress which their faculties admit of."

Speaking then of the diffusion of a taste for scientific and mechanical knowledge, and facilitating its acquisition, he proceeds, "There is no doubt that sources of intellectual recreation may thus be opened to those whose sphere of action has hitherto been that of labour rather than study, and that improvements in art and practical science may also be expected from this union of the working hand and the speculative mind. Humanity forbids it that we should entertain the wish to keep in a depressed uncultivated state the intellect of a nation in any of its classes, least of all would it be reasonable to exclude from participating in our general civilization the minds of that class from whose useful labour many of the means of our civilization have been derived.

"But our civilization itself, what is it but a speculative or a mechanical phantom, except as it gives larger scope to the exercise of virtue, private, social, or religious. . . . . It is not too much to assert, that, unless the principles of a moral and religious life be made the groundwork of the instructions of our people, and the sentiments and duties of such a life recommended to them as their first honour and main

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concern, all the rest is downright folly; and we must renounce our Christianity and our rational conscience to think otherwise.

"It would ill become the minister of religion to depreciate the ingenious talent and skill exercised in many departments of the artificial labour of our country, or to overlook the connexion which the system of that labour has with the supplies of our national wealth. I have no intention of doing either; but the moral habits of our people are still the most essential element of our public strength and security. A religious, sober, upright, virtuous people would be more powerful as such than they could be by the command of the most unbounded pecuniary resources, or of the whole panoply of engineering and manufacturing art. Civil union is strength; morals are strength; the protecting favour of God is strength: public wealth, without these safeguards, is only a source of low cupidity, discontent, corruption, and consequent insecurity. We rely much upon our powers of manual and mechanic skill; but no mechanism, as yet, has invented the wheel to make a nation brave, united, or happy."

(*From a Sermon preached at South Shields, Sunday, 11th September*, 1825, *by the Reverend John Davison.*—"*Remains*," pp. 229, 235, 249, 253.)

Appendix (D.)

Of all owners of property, those who, whether as individuals or as members of a corporate body, receive the produce of lands or tithes that were once appropriated to the welfare and improvement of a particular district, seem to be under the strongest obligations to make sacrifices for the relief of the spiritual necessities of that district. As it is but seldom that a decision on a point of conscience can be procured from such a casuist as Bishop Butler, I hope that the following letter may not seem out of place, the latter part of which appears to me to deserve particular attention:—

"Madam, 22nd December, 1747.

"Your letter of the 14th current, which did not come to hand till the 18th, cannot indeed require any sort of apology. I know not how to refuse my judgment, such as it is, in case of conscience, to any person who asks it; but I think myself strictly bound to give it to good persons of my own diocese. For I mention only this demand you have upon me; because, upon such an occasion as the present, I do not choose to speak of your rank, Madam, nor of the great civilities I have received from you.

"The corruption and disorder of human affairs is such as has perplexed the rule of right, and made it hard in some cases to say how one ought to act; but I apprehend there is no such difficulty in the case you put. Property, *in general*, is and must be regulated by the laws of the community. This, *in general*, I say, is allowed on all hands. If, therefore, there be any sort of property exempt from these regulations, or any exception to this general mode of regulating it, such exception must appear either from the light of nature or from Revela-

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tion: but neither of these do, I think, show any such exception; and therefore we may, with a good conscience, retain any possessions, church lands, or tithes which the laws of the state we live under give us a property in; and there seems less ground for scruple here in England than in some other countries, because our ecclesiastical laws agree with our civil ones in this matter.

"Under the Mosaic Dispensation, indeed, God himself assigned to the priests and Levites tithes and other possessions; and in those possessions they had a *divine right*,—a property quite superior to all human laws, ecclesiastical as well as civil. But every donation to the Christian church is a *human donation*, and no more, and therefore cannot give a *divine right*, but such a right only as must be subject, in common with all other property, to the regulation of human laws.

"I would not carry you, Madam, into abstruse speculations, but think it might be clearly shown that no one can have a *right of perpetuity* in any lands except it be given by God, as the land of Canaan was given to Abraham. There is no other means by which such a kind of *property or right* can be acquired; and plain absurdities would follow from the supposition of it. The persons, then, who gave these lands to the Church had themselves *no right of perpetuity* in them, consequently could convey no such right to the Church. But all scruples concerning the lawfulness of laymen's possessing these lands go upon supposition that the Church has such a right of perpetuity in them; and therefore all those scruples must be groundless, as going upon a false supposition.

"As you do not mention, Madam, in what particular light you consider this matter, I choose to put it in different ones; and having said thus much concerning the *strict justice* of the case, I think myself obliged to add, that great disorders having been committed at the Reformation, and a multitude of parochial cures left scandalously poor, and become yet poorer by accidental circumstances, I think a man's possessing one of those impoverished cures is not indeed an obligation in justice, but a providential admonition to do somewhat, according to his abilities, towards settling some competent maintenance on it in one way or other; in like manner as a person in distress, being my neighbour, dependent, or even acquaintance, is a providential admonition to me in particular to assist him, over and above the general obligation to charity which would call upon *me* to assist such a person in common with all others who were informed of his case. But I think I ought to say, since I can say it with great truth, that I mention this, not, Madam, as thinking that you want to be reminded of it, but as the subject itself I write upon requires it should be mentioned.

"You need not, Madam, have given yourself the trouble of desiring secrecy, since the thing itself so plainly demands it. I am, with the truest esteem, Madam, your most obedient, most faithful, and most humble servant, Jo. Bristol.

"I have considered tithes and church lands as the same, because I see no sort of proof that tithes under the Gospel are of divine right; and, if they are not, they must come under the same consideration with lands."

Contributed by an occasional Correspondent to the "Gentleman's Magazine" for July, 1780, vol. l., p. 324.)

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1840 Mar. 30	The erection of a school-house.	Birmingham, Bishop Ryder's.	N. S.	1	and	Chu	rch	war	den	s.
Aug. 14	Ditto	Dawley	N. S.	2	7	2	..	..	4	..
21	The erection of an infant-school.	Birmingham, St. Thomas.	N. S.	1	2	1	2	..	3	..
1841 April 6	The erection of a school-house.	Burslem, St. Paul's	N. S.	2	..	..	..	..	3	..
1840 Nov. 4	Ditto	Badgeworth . .	N. S.	1	Chu	rch Ove	war rsee	den rs.	s a	nd
Sept. 17	Ditto	Bishops Tawton .	N. S.	1	2	..	..	..	..	..
1841 May 5	Ditto	Barkingside . .	N. S.	1	and	Ch	urc	hwa	rde	ns.
Feb. 15	Ditto	Chipperfield . .	N. S.	2	3	..	..	..	..	..
12	Ditto	Coundon. . . .	N. S.	1	Chu	rch Ove	war rsee	den rs.	a	and
Mar. 31	Ditto	Dowuside, Christchurch.	N. S.	2	..	1	..	..	..	..
13	The erection of an infant school-house.	Dereham, East, Infant.	British	2	3	1	2	1	2	..
1840 Oct. 8	The erection of a school-house.	Eccleshill, Bradford	N. S.	2	3	..	..	..	..	..
1841 Feb. 20	Ditto	East Brent, Cross .	N. S.	1		Chu	rch	war	den	s.
1840 Nov. 27	Ditto	Far Oxenhope . .	N. S.	2	10	1	5	6	1	..
11	Ditto	Horningsey. . .	N. S.	..	..	..	..	5	..	..
1841 Mar. 8	Ditto	Kirkby Ravensworth	N. S.	1	Chu	rch Ove	war rsee	dens rs.	and	
Feb. 28	Ditto	Kenn	N. S.	1	Chu	rch Ove	war rsee	den rs.	s a	nd
1840 Jan. 6	Ditto	Lindsell	N. S.	4	1	..	..	..	..	..

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Extent of Site.	Extent of Play-Ground.	Population of District from which Children will assemble.	Endowments in District. Name and Character.	Endowments in District. Number of Children taught.	Existing Schools in District not endowed. Name and Character.	Existing Schools in District not endowed. Number of Children taught.	Number of Children to be provided for in School, at Six Square Feet for each.
83 by 30 ft.	140 superficial yards.	9,000	A Branch of King Edward's Schools.	..	Bp. Ryder's Sunday-school. 2 Dissenting schools.	300	450
½ perches.	270 sq. yds. Girls do.	8,000	..	..	3 Sunday-schools for Boys. Do. girls.	500	242
89 by 44 ft. 6 in.	100 sq. yds.	20,000	..	..	Parochial schools .	800	235
1¼ by 22 yds.	48 sq. yds.	7,000	..	..	St. Paul's Dale . . Hall, Longport, Wesleyan.	300 60	223
yds. 3 ft. 30 yds. 3 ft.	..	800	An endowed school 2 miles off.	..	Sunday-school . .	..	82
80 ft.	..	800 to 1000	..	..	..	..	133
an acre.	¼ an acre.	1,500	..	..	Dissenting school . 2 dame-schools.	50	144
50 by 40 ft.	..	1,000	..	..	2 Church of England schools. 1 infant-school. Sunday-school.	100	101
35 sq. yds.	328 sq. yds.	1,200	..	..	A school held in a room 28 ft. by 15 ft. A school at Bushyford, 3 miles distant.	40 to 50	200
2 roods. 26¼ perches.	..	750	..	..	A Catholic school .	..	80
..	..	7,000	National School, 15*l.*	..	A National-school . A British school for girls, to be merged in the school now erecting.	..	60
50 sq. yds.	970 sq. yds.	3,000	..	..	School for all denominations.	..	300
perches.	..	800	..	..	..	..	140
00 sq. yds.	..	2,000	Haworth Free Grammar School, 90*l.*	..	Wesleyan Sunday, Baptist Sunday schools.	300 to 400	204
500 sq. yds.	..	800	..	..	A school in Far Dillon.	45	81
2 by 7 yds.	..	850	Dr. Dakyns, 23*l.* .	23	..	..	80
by 35 ft.	..	500	..	..	Dame-school . . .	35	75
0 by 43 ft.	..	400	..	..	A Sunday-school .	..	58

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Date of Receipt of Application.	Object of Application.		Total estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total estimated Expense.
1840 Mar. 30	The erection of a school-house.	Birmingham, Bishop Ryder's.	£. ..	£. ..	£. ..	£. ..	£. ..	£. ..	£. ..	£. ..
Aug. 14	Ditto	Dawley . . .	25	310	..	..	35	..	..	370
21	The erection of an infant-school.	Birmingham, St. Thomas.	..	420 Architect 30	..	..	20	..	160 Legal Expenses	630
1841 April 6	The erection of a school-house.	Burslem, Saint Paul's.	36 8 Other	198 10 Expenses	30	15	..	..	.. Miss	279 18 tress's
1840 Nov. 4	Ditto	Badgeworth . .	50	120	..	..	1 10	..	88 10	260
Sept. 17	Ditto	Bishops Tawton.	..	245	.. Legal Expenses	.. Architect	..	..	..	245
1841 May 5	Ditto	Berkingside . .	..	385	10	15	60	..	80	550
Feb. 15	Ditto	Chipperfield . .	..	220	..	..	10	..	30	260
12	Ditto	Coundon . . .	50	295	20 Other Expenses	..	15	..	..	380
Mar. 31	Ditto	Downside, Christ Church.	52	148	20	..	..	..	70	290
13	The erection of an infant school-house.	Dereham, East, Infant.	..	62	..	..	..	..	..	62
1840 Oct. 8.	The erection of a school-house.	Eccleshill, Bradford.	..	545	..	..	..	..	..	545
1841 Feb. 20	Ditto	East Brent, Cross	10	300 15	15 Conveyance.	..	..	..	..	325 15
1840 Nov. 27	Ditto	Far Oxenhope .	30	275 18 9	..	..	15	..	..	320 1
11	Ditto	Horningsey . .	..	337 10 including residence.	..	..	30	..	..	367
1841 Mar. 8	Ditto	Kirkby Ravensworth.	5	125	20	..	..	..	..	150
Feb. 28	Ditto	Kenn	.. inc	195 luding site and fence.	..	..	..	..	..	195
1840 Jan. 6	Ditto	Lindsell . . .	20	91 4 9	4 10 Stove.	..	33 3	..	..	145

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	..	..	..	..	..	..	.		..	..	450	450	
100	40	..	50	180	25	..	..	1*d.* each	pr. wk child.	..	120	120	
191 10 3 38 5	promised.	..	..	400	15 to 30	..	..	60	..	..	235	235	
45 41 expected.	N. S. 50	..	..	143 18	..	20	..	80	..	100	111 10	111 10	
193	N. S. 20	..	..	47	Not stated.	..	..	..	..	..	20	20	
91	..	..	..	154	..	43	..	20	12 7	75 7	66 10	66 10	
150	N. S. 35 Barking Church Union 50	..	..	315	15	..	..	12	10 10 Rent Bull Sermons	47 10 of building. 10*l.*	72	72	
50 exptd.	N. S. 30 Lincoln Diocesan Board 60	..	..	140	..	36	..	5	..	41	50 10	50 10	
44	N. S. 50 Dio. Board 25	..	50 Value of site 20	191	Bishop ensures ma	of Durham 40*l.* to sters.	the	25	..	65	100	100	
40	Diocesan Society 10	..	..	90 so stated by applicant.	20	5	..	15	..	40	40	40	
Subscriptions to the East Dereham British Schools, of which the infant-school forms part, generally applicable.					121 14	..	..	18 to 20	..	..	30	30	
178 8 6	including gratuitous labour.	..	£367 11 6		20	5*l.* to 10*l.*	20 exptd.	50	..	..	150	150	
114 14 6	..	..	10 site; 20 cartage.	181 0 6	15	..	..	13	..	28	70	70	
..	N. S. 50	..	..	200 about.	..	10	Not	known.		..	102	102	
100	N. S. 25	..	..	242 10	26	..	..	10	6 Salary as parish clerk.	42	40 10	40 10	
40	N. S. 40	..	..	70	..	..	23	30 to 40	..	..	40	40	
110 17 exptd. 10	N. S. 20	..	..	60	..	15	..	18	1 10	34 10	37 10	37 10	
38	N. S. 20 Essex Bd. 20	..	20 site.	47 13	10 10	3*l.* to 4*l.*	..	½ 2*d.*	per week per child.		29	29	

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Date of Receipt of Application.	Object of Application. To obtain Aid in	At	Description of School.	Number of Trustees under several Heads. Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 Mar. 9	The erection of a school-house.	Leeds, St. George, (No. 2.)	N. S.	1	8	..	..	..	..	..
Feb. 27	Ditto	Neots, St. . . .	N. S.	1	5	1	4	..	3	..
April 4	Ditto	Tidenham . . .	N. S.	2	1	..	..	..	..	..
1840 Aug. 17	Ditto	Twyning . . .	N. S.	1	C	hurc	hwa	rde	ns.	
1841 April 1	Ditto	Willian	N. S.	3	..	..	..	..	..	..
27	Ditto	Yeaveley . . .	N. S.	1	Ea Ch	rl apel	Ferr war	ers den.	and	
1840 Nov. 16	Ditto	Pirton	N. S.	..	..	..	..	..	..	..
1841 Mar. 31	Ditto	Clapham . . .	N. S.	4	6	..	..	..	..	..
19	The repair of school-house	Cruachy. . . .	Scotch	Directors of the Society for promoting Christian Knowledge in Scotland. Presbytery of Inverness, and Charles M'Intosh, Esq., of Aberarder.						
April 27	Building an additional room to school.	Attercliffe . . .	N. S.	1 and Churchwarden.						
12	The erection of a school-house.	Bickleigh . . .	N. S.	1	2	and	2 Ch	urch	war	dens
1840 Oct. 26	Ditto	Walcot	N. S.	1	5	1	..	..	1	..
Sept. 8	Ditto	Dundee, St. David's	Scotch	1	..	..	3	..	..	..
1841 April 15	Ditto	Easton	N. S.	5	..	..	..	..	..	..
1840 Nov. 25	Ditto	Radford	N. S.	1		Chu	rch	war	dens	

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Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not endowed.		Number of Children to be provided for in School, at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
493 sq. yds.	200 sq. yds.	11,000	..	..	Wesleyan Methodist.	400	614
					British school . .	300	
					St. George's National school in Welling-Road.	525	
87 by 82 ft.	34 by 42 ft.	2,900	A Free-school for clothing and education, 75*l.*	35	..	..	392
½ of an acre.	520 sq. yds.	1,200	To the vicar for catechising the children, 2*l.* 10*s.*	..	Two small dame-schools.	..	120
33 perches.	..	1,000	..	..	..	..	128
3 perches.	..	323	..	..	..	..	50
33 by 31½ yds.	..	271	..	..	..	..	53
80 by 33 ft.	..	850	..	..	A Sunday-school (Church) and several dame-schools .	..	133
60 by 32 ft.	21 by 20	1,500	..	..	An infant-school .	60	120
					A girls' school to be removed into this projected school.	30	
					A school in the Retreat for Infants, with a class-room for girls.	80	
						10 or 12	
..	..	2,338	..	..	..	..	85 to 90 average Attendance.
1 rood 10 perches.	2,740 yds.	5,000	Mr. Fells, 13*l.* 9*s.* 6*d.* Mr. Clay, executor of, 3*l.* 3*s.*	..	National school for boys and girls.	300	219
					Daily Infant-school		
					Several Sunday-schools.		
38 by 30 feet.	..	320	..	..	..	..	116
86 by 39 feet.	..	20,000	..	..	..	..	960
114 by 87 ft.	70 by 36 feet.	3,213	..	..	2 private schools .	100	485
14 perches.	..	1,100	..	..	..	..	153
87 by 67 ft.	..	11,000	..	..	A few dame-schools	..	300

Continued on pages 206, 207.

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Date of Receipt of Application.	Object of Application.		Total estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total estimated Expense.
1841			£.	£.	£.	£.	£.	£.	£.	£.
Mar. 9	The erection of a school-house.	Leeds, St. George, (No. 2.)	270	1,346	..	..	..	..	..	1,616
Feb. 27	Ditto . . .	Neots, St. . .	329 including	318 7 ding resi	.. den	.. ce.	.. Right	60 of w	.. ay.	698 17
April 4	Ditto . . .	Tidenham . .	..	250	18	..	21	30	100	419
1840 Aug. 17	Ditto . . .	Twyning . . .	..	250	..	..	..	..	..	250
1841 April 1	Ditto . . .	Willian . . .	..	67 7 4½	Con an 15	vey- ce. ..	..	5 18	65 8 6 includ repair furnis	153 13 10½ ing s and hing.
27	Ditto . . .	Yeaveley . . .	..	85 10	.. Con anc	.. vey- e.	..	.. Dra	.. ins.	85 10
1840 Nov. 16	Ditto . . .	Pirton	25 ..	160 £23	13 9	11	21 12 2	4 11 7 Gra- vel 4	Mistr	250 ess.
1841 Mar. 31	Ditto . . .	Clapham . . .	250	240	..	..	23	30 extr	164 a.	707
19	The repair of school-house.	Cruachy . . .	.. ..	112	..	..	..	..	..	112
April 27	Building an additional room to school.	Attercliffe . .	..	230	..	..	40	..	..	270
13	The erection of a school-house,	Bickleigh . .	.. ..	..	..	..	..	..	..	115
1840 Oct. 26	Ditto . . .	Walcot	..	1,800	..	..	100 and Office	.. s.	150	..
Sept. 8	Ditto . . .	Dundee, Saint David's.	700	1,100	..	.. La	.. w ex-	..	..	1,800
1841 April 15	Ditto . . .	Easton	8	300	30	24 Co	15 nvey-	..	100	477
1840 Nov. 25	Ditto . . .	Radford . . .	42	400	95	10	70 ance.	..	..	617

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
1,021	..	..	..	500 at least.	50 Applicable also to St. George's School, Wellington Road.	40	..	160	..	..	350	350	
300	N. S. 80 Hunt's District Society 50	..	..	268 17	The parishioners will make every exertion			to maintain school.			146	146	
300	N. S. 50	..	..	69	..	22	2 10	15	..	39 10	60	60	
110 exptd. about 50	..	..	..	90	..	15	..	40	..	55	64	64	
83 14 1	Diocesan Society, 30*l.*	..	..	39 19 9½	27 1	and children's payment.					25	25	
51 15	N. S. 10	..	..	34	..	..	Unable to answer.				26 10	26 10	
120 10 2	N. S. 35	..	10 exptd.	85	7*l.* and 10*l.*	..	..	28	..	45	67	67	
245	..	..	..	462	18	20	..	12	3	53	60	60	
								Needlework.					
56	..	..	..	..	Salary of master 17 5 Do. mistress			..	..	22	25	25	
37	N. S. 20	..	..	235	..	15 15	16 12 6	46 7 8	..	78	60	60	
60	..	..	..	55	..	..	..	3*d.* per week.			55	55	
					The clergyman pays for those who are too poor to afford it.								
600	..	400 exptd.	..	1,050	..	..	..	..	..	..	450	450	
780	..	..	..	1,000	12	..	..	50*l.* to 80*l.*	24 General Assembly.	..	550	550	
352	N. S. 38	..	..	87	Salaries of master and mistress will be paid by the rector. 2*d.* and 1½*d.* from each child. Farmers and tradespeople 2*l.* 2*s.* per annum.						38	..	
241 exptd.	N. S. 80 Board 50	..	..	206	20	10	..	120	..	150	150	150	

Continued on pages 208, 209.

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Date of Receipt of Appli-tion.	Object of Application. To obtain Aid in	Object of Application. At	Description of School.	Number of Trustees under several Heads. Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1840 Aug. 24	The erection of a school-house.	Shelve	N. S.	3	1	..	..	..	..	..
1841 April 30	Ditto	Wiveliscombe . .	N. S.	2	9	4	2	1	1	..
1840 Nov. 13	Ditto	Court y Bella . .	B. & F.	2	1	..	..	..	..	..
2	Ditto	Thorpe	N. S.	1	2	..	..	..	..	..
1841 May 4	Addition to grant made in 1839.*	Gloucester . . .	B. S.	..	2	1	4	..	3	..
1840 Dec. 5	The erection of a school-house.	Bermondsey, St. James.	N. S.	2	..	2	6	..	..	..
1841 Jan. 9	Ditto	Byers Green . .	N. S.	4	..	..	..	..	..	..
Mar. 20	Ditto	Mirfield	N. S.	2	6	..	..	..	..	..
Jan. 7	Ditto	Wolstanton . . .	N. S.	2	12	..	..	..	..	..
26	Purchasing a building to be converted into a school.	Waltham Abbey .	B. S.	..	..	..	..	..	8	..
April 1	The purchase and alteration of a building for a school-house.	Godalming . . .	N. S.	1		Church warden.				
May 13	Addition to former grant.	Kincardine . . .	Scotch	..	..	..	..	..	..	..
1840 Sept. 29	Ditto	Arbroath . . .	Scotch	2	1	..	..	..	..	..
1841 May 24	Addition to grant made in 1840.	Ferry Port on Craig	Scotch	..	..	..	..	..	..	..
1840 July 28	The erection of a school-house.	Maghull	N. S.	3	4	..	..	..	..	..
Oct. 8	Enlarging the school-house, and in the erection of a residence for a master.	Holy Island . .	N. S.	1	2	..	..	..	..	..
19	The erection of a school-house.	Aldeby	N. S.	..	..	National Society.				..

* Former grant cancelled.

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Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not endowed.		No. of Children to be provided for in School at Six Square Feet for each.
Site	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
..	..	2,000	..	..	A Sunday-school held in a Dissenting meeting-house.	..	70
42 by 32 ft.	40 by 30.	3,050	..	..	A few dame-schools	..	353
100 by 100 ft.	..	2,000	..	..	..	..	303
..	..	1,600	Rev. J. Chapman's	22	..	..	82
..	..	..	..	..	..	..	..
120 sq. ft.	8,000 superficial feet.	..	..	..	St. James's District National-school. St. James's District Sunday-school. Romish chapel . Jacob-Street School Baptist Sunday-schl. Ebenezer Chapel Sunday-school. Independent Sunday-school. Independent daily school.	130 130 200 130 80 120 30 50	400
..	..	500	..	..	One which is to be superseded by the present.	100	100
..	..	300	..	..	..	..	350
833 sq. yds.	550 sq. yds.	..	..	..	..	..	300
90 by 50 ft.	68 by 48 ft.	4,500	Severton for clothing and educating.	20 Boys 20 Girls.	National-school . High Beech National-school.	32 70	126
..	Boys, 48 by 45 ft. Girls, 53 by 48 ft.	6,000	..	..	British and foreign school. Several small cottage schools.	..	530
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
354 sq. yds.	162 sq. yds.	1,435	..	..	..	..	160
1 acre.	..	550	..	..	..	..	83
½ of an acre.	..	600	..	..	..	..	100

Continued on pages 210, 211.

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Date of Receipt of Application.	Object of Application.		Total estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total estimated Expense.
1840			£.	£.	£.	£.	£.	£.	£.	£.
Aug. 24	The erection of school-house.	Shelve . . .	..	125	..	..	..	..	..	125
1841			Other Expenses							
April 30.	Ditto	Wiveliscombe .	20	350 11 6	50	..	10	..	..	430 11 6
1840										
Nov. 13	Ditto	Court y bella .	30	550 and Fixtures.	..	..	100	..	220	900
			Legal Expenses							
2	Ditto	Thorpe . . .	3	250	29	..	5	..	..	237
1841										
May 4	Addition to grant made in 1839.*	Gloucester . .	..	..	..	..	..	..	..	..
1840			Site given.							
Dec. 5.	The erection of a school-house.	Bermondsey, St. James.	350	1250	..	..	150	..	530	2330
1841										
Jan. 9	Ditto	Byers Green . .	..	..	..	..	..	..	..	160
Mar. 20	Ditto	Mirfield . . .	..	..	..	..	..	..	..	400
Jan. 7	Ditto	Wolstanton . .	..	375	99	..	25	..	..	509
26	Purchasing a building to be converted into a school.	Waltham Abbey	..	200	..	..	..	..	..	200
			Legal Expenses.							
April 1	The purchase and alteration of a building for a school-house.	Godalming . .	20	600	200 including gallery organ.	..	100	..	..	920
May 13	Addition to former grant	Kincardine . .	..	..	..	..	..	..	..	..
1840 Sept. 29	Ditto	Arbroath . . .	..	..	..	..	..	..	..	..
1841 May 24	Addition to grant made in 1840.	Ferry Port on Craig . . .	..	..	..	..	..	..	..	..
1840 July 23	The erection of a school-house	Maghull . . .	..	329 15 11	..	..	16 13 3	..	90 14 6	345 19 0
										90 14 6
										436 13 6
Oct. 8	Enlarging the school-house, and in the erection of a residence for a master.	Holy Island . .	..	60	..	..	..	..	60	120 0 0
19	The erection of a school-house.	Aldeby . . .	..	150	..	..	6	..	..	156 0 0

* Former grant cancelled.

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.													
26 0 0	N. S. 35	..	..	64	15	The payments of the children, and a house and garden provided for master and mistress.					35	35	
175 0 0	N. S. 60	..		195 14 6	25 14 6 expected to increase.	..	15	20 11	..	47 0 6	176 10	176 10	
					Application has been made for an annual grant from Beldon's Charity.								
450 0 0	..	..	..	450	..	..	..	..	..	..	450	..	
184 0 0 expec. 5 0 0	N. S. 20	..	..	83	It is calculated the school will support its self.						41	..	
..	..	..	..	..	..	..	..	..	..	..	250	250	
577 0 0 expec. 300 0 0	N. S. 160	..	350 Value of Site.	943	100	30	..	50	..	180	400	400	
50 0 0	N. S. 35 Dio. Soc. 15	..	..	60	Expected to be sufficient.				..	..	50	50	
164 0 0	..	..	..	236	Cannot yet be ascertained.					..	175	175	
230 0 0	N. S. 50 Lichfield Dio. Society, 50	..	..	179	40	20	..	40	..	100	150	150	
79 10 4	Subscriptions expected to amount to 140*l.*	..	..	60	28	10	..	30	..	68	60	60	
150 0 0	N. S. 80	..	200	421 6 6	80	Rent of cellars under schoolhouse, and perhaps 20*l.* per annum from Ironmongers' Comp.		1*d.* per week per child.	..	..	265	265	
		Other sources not named, 18*l.* 13*s.* 6*d.* Expected from two sermons, 50*l.*											
..	..	..	..	..	..	..	..	..	..	..	100	100	
..	..	..	..	..	..	..	..	..	..	..	40	40	
..	..	..	..	..	..	..	..	..	..	..	10	10	
170 4 0	..	..	..	175 15 0	..	..	12	..	..	12	80	80	
90 0 0				14 6	There is a School Society that pays half the fees of some 15 children. Boys pay from 6*s.* to 10*s.* 6*d.* per quarter, and girls from 4*s.* to 8*s.*								
260 4 0				176 9 6									
45 0 0	..	..		45*l.* to 55*l.*	30	..	5	35	..	70	30	30	
120 0 0	..	..	8 expected	36	..	20	..	15	35	36	36	36	

Continued on pages 212, 213.

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 Mar. 29	The erection of an infant school-house.	Alva	Scotch	..	2	..	..	..	..	..
April 22	The erection of a school-house.*	Ashchurch . . .	N. S.	1	1	..	..	..	..	..
[26	Ditto	Alverstoke . . .	N. S.	1	..	..	..	1	1	..
May	Ditto	Brenchley . . .	N. S.	1	Chu	rch Ove	war rsee	den rs.	s an	d
April 3	Ditto	Braehead . . .	Scotch		Six	Tra Fa	des rme	men rs.	and	
May 24	Ditto	Bolingbroke, No. 2	N. S.	1	and	Chu Ove	rch rsee	war rs.	dens	and
1840 Aug. 12	Ditto	Camberwell, Christ Church.	N. S.	1	2	..	..	..	..	..
1841 April 7	Ditto	Cadeleigh . . .	N. S.	1	Ch	urc Ove	hwa rsee	rde rs.	ns a	nd
June 15	Ditto	Copdock and Washbrook.	N. S.	1	2	..	..	3	..	..
1840 Aug. 17	Ditto	Chester-le-Street .	N. S.	..	6	..	..	..	..	..
Sept. 23	Addition to former grant.	Dowaton, . . .	B. S.	..	2	1	1	4	1	..
1839	The erection of a school-house.	Dunfermline Golfdrum.	Scotch		The	Min Se	iste ssio	r an n.	d Ki	rk
1841 Mar. 16	Ditto	Eaton Bray . . .	N. S.	1	Ch	urch Ove	war rsee	den rs.	s an	d
1840 Oct. 26	Ditto	Hales Owen, the Quinton.	N. S.	1	Chu	rch	war	dens	..	..
1841 May 15	Ditto	Huttons Ambo .	N. S.	1	1	..	..	1	..	..

* Dimensions of school increased to find accommodation for 125 children.

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Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not endowed.		No. of Children to be provided for in School at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
114 by 54 ft.	90 by 54 ft.	1,900	Parochial school .	..	Two private schools	..	133
nearly ¼ an acre.	¼ an acre.	800	Left for a school-house, 7*l.* 7*s.*	..	A small dame-school	..	99
½ of an acre.	15 perches.	14,000	..	..	Gosport National .	150	348
					Forton do. . .	120	..
					Some dame-schools		
					Some schools in the hands of Dissenters.		
¼ an acre.	..	2,602	Porter's Charity 3*l.*	..	A few dame-schools	..	233
13,734 sq. ft.	1,360 sq. ft.	700		..	..	..	85
30 perches.	14 perches.	550	For teaching reading only 17*l.*	..	A Girls' school, National, to be converted into a Boys' school.	..	90
120 by 20 ft.	480 sq. ft.	3,000	..	..	..	..	400
..	..	400	..	..	..	..	100
85 by 67 ft.	67 by 35 ft.	740	..	..	Sunday-school . .	160	100
					Daily do. to be merged in present school.	50	..
74 ft. 4 in. by 10 ft.	86 by 34 ft. 9 in. 86 by 34 ft. 6 in.	1,200	For the children of the poor, 6*l.*	12	..	..	302
..	..	..	..	..	The High School, the Commercial Academy, infant-school.	150	..
					Rolland's school .	250	..
..	64 by 50 ft.	17,068	..	..	..	..	367
1 rood 2 poles.	..	1,000	..	..	Church Sunday-school. Sunday-school in connexion with Methodists and Baptists.	100	148
115 sq. ft.	60 sq. ft.	1,500	An endowed school, 5*l.*	14	A few dame-schools	..	108
25 by 12 ft.	..	500	..	..	School at present held in a shed.	25 to 30	50

Continued on pages 214, 215.

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Date of Receipt of Application.	Object of Application.		Total estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.
1841 Mar. 29	The erection of an infant school-house.	Alva	..	193	10	..	30	..	..	233
April 22	The erection of a school-house.*	Ashchurch . .	..	275	Exclusive of Fittings.					..
6	Ditto	Alverstoke . .	Legal and other Expenses. 25	550	25	..	..	..	..	600
May 5	Ditto	Brenchley . .	..	437 19 6	30	Other expenses. 14 10	72	17 8	114 10 6	655 19 6
April 3	Ditto	Braehead . . .	5	149	..	..	..	..	..	154 0 0
May 24	Ditto	Bolingbroke. No. 2	50	135	20	Conveyance. 15	10	..	..	230
1840 Aug. 12	Ditto	Camberwell, Christ Church.	Law and other expenses. 100	909	130	..	100	..	70	1309
1841 April 7	Ditto	Cadeleigh. . .	..	120	..	..	..	..	..	120
June 15	Ditto	Copdock and Washbrook.	10	150	..	..	..	..	125	294
1840 Aug. 17	Ditto	Chester-le-Street	40	310	50	Legal expense 20	s 60	Architect. 20	..	500
Sept. 23	Addition to former grant	Downton . . .	..	..	..	..	..	..	..	..
1839	The erection of a school-house.	Dunfermline Golfdrum.	110	760	100	..	..	..	..	970
1841 Mar. 16	Ditto	Eaton Bray . .	..	290 12 6	..	..	..	..	..	290 12 0
1840 Oct. 26	Ditto	Hales Owen, the Quinton.	..	210 8 9	..	..	41 Stoves, &c. included.	..	..	414 0 9
1841 May 15	Ditto	Huttons Ambo .	..	37	..	..	..	..	..	37

* Dimensions of School increased to find accommodation for 125 children.

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
116 10	..	..	..	116 10	No correct estimate can be formed, but the demand for education, and the eager manner in which it is hailed by the people, and the avowed determination of the sole heritors that it shall be supported.						116 10	116 10	
150	N. S. 30	..	..	95	35	Annual sermon, and weekly pence of children, in all 60*l.*					49 10 addition 13 0	49 10 al 13 0	
250	N. S. 75 Dioc. Bd. 30	..	..	245	Expected to be 70*l.* per annum.					..	174 0	174	
35 11	N. S. 70	..	..	220 8 6	56 12	..	3	25	15 5 Subscriptions to Sunday-schools to merge into this.	99 17	116 10	116 10	
70	Perhaps 10*l.* more may be raised.			84	..	..	..	3*s.* per quarter from 80 children.			74	74	
96	25*l.*, including land, and conveyance.		fittings,	89	The rector will bear the chief part of the annual expenses. School fees, perhaps 25*l.*						45	45	
750 expected 150	..	..	..	409	80	..	..	40	40 Sermons.	160	200	200	
53 11	..	..		65 to 70	At present there are 7*l.* 7*s.* subscribed annually.						40	40	
100 for master's house; 73 9 2 for school.	N. S. 95 Ipswich Dio. Board, 25*l.*	..	20 Site. 9 10 Carting and material.	51 1 10	15	..	..	20	..	35	50	50	
282 1 6	Durham Dio. Board, 50*l.* Barrington Fund, 50*l.*	..	..	120	40	10	..	125	..	175	120	120	
..	..	..	..	..	..	..	..	..	..	..	50	50	
..	Bequest, 350	..	..	620	..	..	..	..	..	..	367	367	
165	N. S. 35	..		90 12 6	5	..	..	2*d.* per week each child.	5 Sermon.	..	72	72	
190 2 50 perhaps more.	N. S. 40 Dioc. Bd. 25	..	..	158 18 9	..	12	..	20	..	32	54	54	
15 5	..	..	..	1 to 20	..	7	..	..	..	..	20	20	
					The number of daily scholars, together with 5*l.* for attending on Sundays, will be sufficient provision for a master.								

Continued on pages 216, 217

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 Feb. 26	The erection of a school-house.	Framingham Earl .	N. S.	2	..	..	..	..	..	..
1840 Aug. 14	Ditto	Lambourn . . .	N. S.	1	Chu	rch	war	den	s.	..
1841 April 19	Ditto	Lenny Moor . .	Scotch	..	..	..	1	4	2	2
Mar. 5	Repairing and enlarging school-house.	Mexbrough . .	N. S.	1	Chu	rch	war	den	s.	..
May 4	The erection of a school-house.	Meopham . . .	N. S.	1	Chu	rch	war	den	s.	..
June 4	Ditto	Mossley	N. S.	2	1	..	..	..	..	..
May 3	Ditto	Minshull Vernon .	N. S.	1	2	..	..	..	..	..
Mar. 18	Ditto	Ollerton	N. S.	6	1	..	..	..	..	..
April 27	Ditto	Risington, Great .	N. S.	3	..	..	..	..	..	..
16	Ditto	Stockbury . . .	N. S.	1	Ch	urch	war	den	s.	..
26	The purchase of a building for a school.	Stoke Trister . .	N. S.	1	1	..	..	6	1	..
1840 Aug. 14	The erection of a school-house.	Smithills Deane .	N. S.	1	2	..	..	..	..	..
1841 May 12	Ditto	Stone.	N. S.	2	5	1	..	..	..	..
April 7	Ditto	Wednesbury . .	N. S.	1	Ch	urch	war	den	s.	..

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Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not endowed.		Number of Children to be provided for in School, at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
¼ an acre	..	550	..	..	A dame-school .	12	120
					Ditto at Framingham Pigot.	16	..
					A boys' school, badly supported.		
roods.	3,600 ft.	900	Bourabridge free-school.	20	..	..	104
			Chigwell free-school, to which the parish of Lambourne has the right of sending	5			
1 rood.	..	500	..	..	..	..	80
2 roods 4 perches	800 sq. yds. for boys, 320 for girls.	1,407	..	..	Daily-school . .	10	214
					2 dame-schools. .	40	
¼ of an acre	..	1,200	..	..	A Sunday-school .	..	124
¼ an acre	¼ of an acre	8,000	..	..	One day-school, attached to Church Sunday-school, belonging to New Methodists.	..	630
60 by 48 ft.	..	Not stated.	..	..	For two dame-schools.	..	156
1 rood	..	3,648	Sir G. Saville, at Ollerton.	31	Several dame-schools.	..	294
			Lady Manvers, at Badley.	18			
			Subscription-school at Edwinston.	53			
50 sq. ft.	40 by 18 ft.	480	Left by the Rev. Mr. Webb, 2*l.*	..	Two Sunday-schools Two daily-schools	..	82
1 rood 10 perches	..	639	To an old woman for teaching 3 boys and 3 girls to read, 2*l.* 10*s.* For providing books, 10*s.*	6	Two dame-schools	19	101
					Sunday-school . .	60	..
62 by 27 ft.	..	450	..	..	..	..	64
25 sq. yds.	Residue unoccupied by school-buildings.	648	..	..	A school in Collier's Row. A school connected with Mr. Gardner's factory.	..	133
..	..	4,700	..	..	..	..	294
50 sq. ft.	..	10,000	..	..	British school . .	150	208
					National school .	300	..
					Wesleyan Sunday-school.	300	..

Continued on pages 218, 219.

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Date of Receipt of Application.	Object of Application.		Total estimated Expense of School Buildings.							
	To obtain Aid in	At	Site	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total estimated Expense.
1841. Feb. 26	The erection of a school-house.	Framingham Earl	£. 5	£. 203 15 including House.	£. 55 includ Labou	£. .. ing r.	£. ..	£. ..	£. ..	£. 263 15
1840 Aug. 14	Ditto	Lambourn . .	Legal Expen 2 to 5	ses 302 7 8	incl	udin	g M and	aste Fen	r's ces.	House
1841 April 19	Ditto	Lenny Moor . .	..	90	..	..	..	..	90	180
Mar. 5	Repairing and enlarging school-house.	Mexbrough . .	..	for repa	ir and		enl	large	men	t. 122
May 4	The erection of a school-house.	Meopham . .	.. ..	331 19	includ Legal	g. M Exp	aste ense	r's, h s.	ouse	331
June 4	Ditto	Mossley . . .	50	950	100	..	..	..	..	1100
May 3	Ditto	Minshull Vernon	..	300	includ	ing	Fitt	ings.	..	300
Mar. 18	Ditto	Ollerton . . .	60	600 17	..	..	25	..	150	925 17
April 27	Ditto	Risington, Great.	..	246 12 7	..	..	..	..	..	246 12 7
16	Ditto	Stockbury . .	..	211 13	..	..	..	..	..	211 13
26	The purchase of a building for a school.	Stoke Trister. .	..	125	..	..	..	..	..	125
1840 Aug. 14	The erection of a school-house.	Smithills Deane.	20	135 7 1 including Labour.	..	..	18	..	..	173 7 1
1841 May 12	Ditto	Stone	20	350	..	..	..	..	..	370
April 7	Ditto	Wednesbury . .	.. Conv	300 ey-	50	.. iuc bui	30 ludi Cut- ldin	.. ng gs	..	380

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.;	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
73	30	..	15 Cartage. 5 Site.	140	22	2	..	12	..	..	60	60	
					The subscriptions would be greatly increased if the school were once established.								
165	N. S. 54 Perhaps 20*l.* from Essex Diocesan Board	..	—	80	..	40	..	20	..	60	52	52	
80 expected. 10	..	..	..	90	about 60	per	annum	..	..	..	for school only. 85	85	
30	N. S. 25	..	..	67	15 to 20	..	..	43	..	58 to 63	25	25	
90	N. S. 45 Gravesend Society, 10*l.*	..	50 expected to be raised.	130	30	..	..	40	..	70	62	62	
300 expected. 50 perhaps.	N. S. 150	..	..	600	..	30	..	2*d.* per child per wk.	..	..	315	315	
169 13 4		..	..	130	At the commencement the school will be supported by two or three influential individuals; perhaps a small collection at the Church. The school fees will vary according to what is taught.						78	78	
152 8	N. S. 75 Retford Bd. 150	..	Site given 60 Cartage. 25	463 9	65 7	5	..	25	10 annual grant from Retford Deanery.	105 7	15	150	
144 6 5 Value of the said Materials.	N. S. 20	..	..	82 6 2	..	..	2	1*d.* per wk. for each child.	..	..	41	41	
110 4 6	N. S. 25 Canterbury Board. 20	..	..	56 8 6	..	10	7	23	..	40	50 10	50 10	
70	..	..	..	55 0 0	10 12 6	..	..	..	..	..	22	22	
50	..	..	Site 20 10 Cartage.	93 7 1	..	..	3*d.* per wk. for 30 children.	20 & 25 Sermons. 12 Salary of Teacher.	..		60	60	
50	N. S. 75 Dioc. Soc. 25	..	20 Site.	200	The present schools (which are held in hired rooms) support themselves by the great number of children.						147	147	
20 expected. 100	75	..	..	195	20	30	..	50	..	100	104	104	

Continued on pages 220, 221.

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 Feb. 2	The erection of a school-house.	Whaddon . . .	N. S.	1	1	..	..	..	2	..
1840 Oct. 15	Ditto	Weston Zoyland .	N. S.	1	3	and	ch	urch	war	dens
21	Ditto	Ermington . . .	N. S.	1	4	..	..	4	..	..
1841 Mar. 24	Ditto	Astbury	N. S.	1	Pa	rish	offic	ers.	..	..
July 3	Ditto	Alcester	N. S.	3	..	..	..	..	..	..
21	Ditto	Astley	N. S.	1	3	..	..	..	..	..
July 3	Ditto	Bickerton . . .	N. S.	2	1	..	..	..	..	..
June 15	Ditto	Brightwell . . .	N. S.	1 C	hurc	h wa	rden	s an	d	
24	Ditto	Crookham . . .	N. S.	1	Chu	rch	war	dens	and	
May 12	Ditto	Cold Norton . .	. S.	3	..	..	..	..	..	..
Feb. 2	The enlargement of school-house.	Evercreech . . .	N. S.	1	2	..	..	..	..	..
1840 Dec. 23	The erection of a school-house.	Ecclesfield . . .	N. S.	..	..	..	4	..	..	..
Sept. 5	Ditto	Fritton and Morningthorpe. . .	N. S.	3	4	..	..	..	..	..
1841 May 27	The purchase of a house adjoining school, and the erection of a stage and other fittings for an infant-school.	Bethnal Green, Essex-street.	B. S.	1	6	..	..	..	..	..
April 13	The erection of a school-house.	Holme Bridge . .	N. S.	4	1	..	2	..	..	..
13	Defraying a debt and erecting an additional school-room.	Kew, Saint . . .	N. S.	1	3	..	..	3	..	..

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Extent of		Population of District from which children will assemble.	Endowments in District.		Existing Schools in District not endowed.		Number of Children to be provided for in School, at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
70 by 70 ft.	..	1,000	..	10*l.*	A dame-school . .	..	56
..	..	1,000	..	..	Wesleyan . . .	.	120
30 by 19 ft.	..	1,400	..	..	..	..	142
..	300 sq. yards.	1,243	..	..	..	..	232
..	606 sq. yards.	2,399	A small endowment.	6	..	..	202
68 by 15 ft.	90 by 15 ft. for such school-room.	2,500	Grammar-school, founded by Adam Mort, Esq., 30*l.*	24	Wesleyan day-school. Two dame-schools .	80 40	400 ..
..	..	1,300	.	..	Dame-schools . .	..	90
..	70 by 20 ft. Boys. 60 by 20 ft. Girls.	611	A Moiety of a Legacy of 6*l.* per Annum.	..	Three dame-schools	..	90
90 by 40 ft.	..	600	A school endowed by the Marquis of Waterford with 5*l.* per ann., and the use of school-room, and 10*l.* per annum by Sir H. Askew.	50	..	..	209
[illegible] by 3½ roods.	20 sq. roods.	244	..	..	A dame-school . . Sunday-school.	..	40
..	..	1,490	Charity-school .	10	6 dame-schools . .	..	150
¼ an acre	..	15,000	Interest of 500*l.* .	..	..	..	158
112 by 145 ft.	Part of the Site.	494	1 or 2 small dame-schools.	..	..	..	90
..	..	70,000	Lady Parmiter's . Bethnal Green Parochial-school.	60 120	13 in all	2,710	..
63 ft. 6 in. by 39 ft. 6 in.	..	4,000	An ancient grammar-school, 16*l.*	..	3 schools for children of all denominations.	..	360
69 by 20 ft.	15 to 20 yds. and a large open space.	1,400	..	..	..	..	70

Continued on pages 222, 223.

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Date of Receipt of Application.	Object of Application.		Total estimated Expenses of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total estimated Expense.
1841 Feb. 2	The erection of a school-house.	Whaddon . .	£. 8	£. 130	£. 20	£. ..	£. 10	£. ..	£. ..	£. 168
1840 Oct. 15	Ditto	Weston Zoyland.	..	258 10 3	..	..	..	..	..	258 10 3
21	Ditto	Ermington . .	..	130	..	..	..	..	..	130
1841 Mar. 24	Ditto	Astbury . . .	15	214	Expenses 46	Legal 13	..	..	..	288
July 3	Ditto	Alcester . . .	Conveyance 75	312	25	Architect, 20	15	..	188	635
21	Ditto	Astley. . . .	60	500	Expenses 20	Legal 10	5	..	..	595
3	Ditto	Bickerton . .	Legal Expenses. 2	80	..	.. other Expenses	12	2	100	196
June 15	Ditto	Brightwell . .	51	143 17	Expenses Fittings included	30	44	..	..	268 17
24	Ditto	Crookham . .	..	363 10	48 10 Offices 27 13	..	30	..	..	469 13
May 12	Ditto	Cold Norton . .	35	82	..	..	6 10	..	144	267 10
Feb. 2	The enlargement of school-house.	Everereech . .	5	and Expenses 140 105	Legal and other Expenses 17 Value	.. of pr	12 esent	.. sch	.. ool-	279 house.
1840 Dec. 23	The erection of a school-house.	Ecclesfield . .	..	350	..	..	..	..	..	350
Sept. 5	Ditto	Fritton and Morningthorpe.	..	152 3	..	..	6	..	60	218 3
1841 May 27	The purchase of a house adjoining school, and the erection of a stage and other fittings for an infant-school.	Bethnal Green, Essex Street.	..	The cost of the original buildings & fittings was 158*l.*, and the recent enlargement will amount to 140*l.*						298
April 13	The erection of a school-house.	Holme Bridge .	30 16	500 10	Legal Expenses 20	..	..	..	..	550 16
13	Defraying a debt and erecting an additional school-room.	Kew, Saint . .	130	..	..	..	..	..	..	130

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
46 5	N. S. 12 District Board, 20	..	..	90	..	6	10	..	..	16	28	28	
92	Dioc. Bd. 30	..	..	138	..	8 12	..	not stated	..	..	40	40	
49 16 6	..	..	..	60 3 6	..	21	16	..	..	27	69 19	69 10	
55 expected 42	N. S. 25	..	..	166	20	15	..	26	..	61	116	116	
300	N. S. 50 Worcester Dioc. Soc. 60	..	75 Site.	150	30	0	0	..	50	..	80	100	100
147 expected 50	N. S. 100	..	60 Site. 20 labour and materials.	353	13	30	..	31	..	74	200	200	
60	N. S. [20	..	..	116	10	..	..	15 to 20	..	..	45	45	
107 3	30	..	..	131 14	It is confidently expected that the school will support itself, aided by an annual subscription of 5*l.* by the rector, and such other assistance (if need be) as he may easily obtain in the parish.						45	45	
260	N. S. 50	..	..	159 13	35 Diocesn. Society. 5*l.*	10	..	20	..	70	104 10	104 10	
125 1	N. S. 10 Essex branch of London Diocesan Board 20*l.* Governors of Charter House 45*l.*	..	Value of Site 35	58 5 Stated to be	3	1	..	19 10	..	23 10	20	20	
25	..	..	..	154	The applicant pledges himself to support the school, with the assistance of the annual subscriptions, which amount now to 25*l.* per annum.						75	75	
Applicants promise, if a grant of 200*l.* be made, to make up deficiency.			..	..	20	..	25	50	..	95	79 22 additional.	79 22	
137 10	N. S. 25	..	..	55 13	15	uncertain.	..	10	..	..	45	45	
214	..	..	..	84	The usual sum paid in infant-schools will be charged. The amount will depend on the number of children. Any deficiency will be made up by a ladies' committee.						75	75	
80 150 expected	N. S. 70	..	..	250 10	10	14	..	uncertain.	20 expected from mongers'	..	180 m Iron- mpan	180 y.	
45	N. S. 25	..	..	80	26	..	..	26	..	52	50	50	

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 March 8	The erection of a school-house.	King's Lynn . .	B. S.	..	2	1	2	..	7	..
April 2	Ditto	Maiden Newton .	N. S.	..	2	Chu Ove	rch rsee	war rs.	den	s &
1840 Nov. 10	Ditto	Manchester, Saint Michael.	N. S.	1	and	Chu	chw	arde	as.	
1841 July 21	The enlargement of school-house.	Maltby	N. S.	1	..	..	..	..	..	..
26	The erection of school-room for girls over the boys' school.	Montrose, Saint John's.	Scotch	The	Kir	k Se	ssio	n.	..	..
June 8	The erection of a school-house.	Millford	N. S.	1	and	Chu	rch	war	den	s.
July 21	Ditto	Marham. . . .	N. S.	1	1	..	..	..	..	..
April 29	Ditto	Newington . . .	N. S.	1	2	and	Chu	rch	war	den
June 30	Ditto	Owlerton . . .	N. S.	1	Chu	rch	war	den	s.	..
July 19	Ditto	Portslade . . .	N. S.	..	..	..	..	..	..	..
June 18	Ditto	Perranzabuloe . .	N. S.	1	and	Chu	rch	war	den	s.
1840 Sept. 25	Ditto	Rotherhithe . .	N. S.	..	..	..	..	..	..	..
Oct. 28	Ditto	Rhyl-in-Rhuddlan.	N. S.	1	2	..	..	..	..	..

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Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not endowed.		Number of Children to be provided for in School, at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
34 by 90 ft.	..	16,000	..	..	A charity-school Lancasterian. A school connected with the Church . A school connected with Independent chapel. An infant-school .	300 40to50 100to130	522
58 by 21 ft.	..	910	..	..	..	..	132
278 sq. yds.	95 sq. yds.	25,000	..	..	A Catholic school . A Methodist ditto. 2 Independent ditto. A commercial ditto. A private ditto A dame's ditto.	..	896
..	An open space before the school.	844	An endowed school with about 40 scholars, who pay 4*d.*, 7*d.*, and 9*d.*	8	A Sunday-school. Wesleyan Sunday-school . . . . An infant-school.	112 30	68
..	60 by 80 ft.	5,000	Whyte's free-school teacher endowed with 35*l.* St. John's school, 20*l.* teacher from General Assembly. Infant-school, teacher supported by yearly contributions	120 250 150	..	..	252
4½ roods.	2½ roods.	1,811	..	..	A girls' school maintained by Mrs. Whitby A Baptist-meeting school. About 2 or 3 little dame-schools.	60 30	75
½ of an acre.	..	817	..	..	3 dame-schools. Sunday-school in church. Dissenters' Sunday-school.	..	106
63 by 51 ft.	..	17,000	..	..	Sunday-school held in galleries of the church. Sunday-school of various denominations of Dissenters.	..	400
81 by 60 ft.	Site unoccupied by school building.	880	..	..	A very small dame-school.	..	140
11 roods.	1,933 sq. ft.	720	..	..	2 dame-schools . . Sunday-school. An evening-school during half-year.	63	133
½ rood.	..	3,150	..	..	..	..	182
39 by 28 ft.	..	2,500	..	..	..	..	324
90 yards.	..	1,000	..	..	..	..	102

Continued on pages 226, 227.

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Date of Receipt of Application.	Object of Application.		Total estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total estimated Expense.
1841 March 8	The erection of a school house.	King's Lynn . .	£. 170	£. 585 16	£. 80	£. ..	£. 16	£. ..	£. ..	£. 851 16
April 2	Ditto.	Maiden Newton .	25	238	15	Legal Expenses 25	10	..	..	283
1840 Nov. 10	Ditto.	Manchester, Saint Michael.	..	1300	..	..	..	..	..	1300
1841 July 21	The enlargement of school-house.	Maltby . . .	..	70	..	..	..	..	..	70
July 26	The erection of school-room for Girls over the Boys' school.	Montrose, Saint John's.	101 6 8 Value of Ground.	367	..	..	..	..	..	468 6 8
June 8	The erection of a school-house.	Millford . . .	35	122 13 Including Fittings.	Other Expenses 8 7 6	..	2 17 6	..	..	168 18
July 21	Ditto.	Marham . . .	..	130	..	..	39	12 Well	143	323
April 29	Ditto.	Newington . .	350	800	..	..	..	..	200	1350
June 30	Ditto.	Owlerton . . .	Lease 10	170	10	..	15	..	Mistress 45	250
July 19	Ditto.	Portslade. . .	..	330	5l. to 10 Stove.	..	20	..	..	360 about
June 18	Ditto.	Perranzabuloe .	..	180	..	..	..	..	..	180
1840 Sept. 25	Ditto.	Rotherhithe . .	..	735	..	..	..	..	..	735
Oct. 28	Ditto.	Rhyl-in-Rhuddlan.	..	164	..	..	..	..	..	164

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants	
					Annual Subscriptions and Donations.	Annual Collections.	Endowment.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.								
309 13 6	..	..	..	540	58	uncertain	..	1*d.* or 2*d.* per week each child		..	261 10	261 10	
115	35	..	25 Value of Site	133	15	2 10	..	20to25	..	..	66	66	
200 50 expected.	N. S. 250	..	..	530	An efficient schoolmaster might realize 80*l.* a-year.					..	418	418	
15	..	..	..	55	The school has hitherto supported itself with the aid of the subscriptions of the vicar and his friends.						26	26	
175 25 expected.	bequeathed by Sir J. Straton.	the late	..	268 6 8	..	10 probably.	..	25to30	..	..	126	126	
52 20 expected.	N. S. 20 Dio. Board 10	..	..	66 18	25	12	..	..	..	37	37 10	37 10	
40 50 expected.	N. S. 25	..	..	208	52	..	..	12to14	..	65 about	53	53	
500	N. S. 100	..	350 Site given.	500	The master and mistress will be paid by the parent school in St. Mary's parish; 1*d.* per week will be charged for instruction.						200	..	
118 9	N. S. 30	..	..	100	5	..	..	25	..	30	70	70	
170 10 expected.	Diocesan Society 60	..	..	120	The old schools have always been supported with the aid of subscriptions. 1*d.* a-week from each child.						66 10	66 10	
90	..	..	..	90	Subscriptions expected to be sufficient, with the school fees of 1*d.* and 2*d.* per week.						90	90	
200 100 expected	N. S. 80	..	..	300 stated	10	10	..	10	..	30	162	162	
94 6 5	..	..	..	69 13 7	..	15	..	20	..	35	51	51	

Continued on pages 228, 229.

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 July 8	The erection of a school-house.	Sawston . . .	N. S.	..	..	..	..	..	..	..
April 17	The erection of a school-house for infants.	Stepney, Saint Peter's.	N. S.	..	..	..	..	..	..	..
June 10	The erection of school-house.	Thornton . . .	N. S.	..	..	..	1	..	2	..
Feb. 16	Ditto	Windsor. . . .	B. S.	1	4	2	1	..	7	..
July 8	Ditto	Wrawby. . . .	N. S.	1	..	..	..	..	..	..
June 19	Ditto	Wiston	N. S.	1	Churchwardens and Overseers					
July 8	Ditto	Watford. . . .	N. S.	2	..	..	..	..	..	..
May 8	Ditto	Woodside . . .	Scotch	..	..	3	7	..	..	..
Aug. 27	Providing books and fittings.	Appleby. . . .	B. S.	..	..	..	..	..	..	..
June 19	The erection of a school-house.	Barnham Broome .	N. S.	1	Churchwardens and Overseers.					
1840 April —	Defraying the expense of building a small additional class-room, enlarging play-ground, &c. for the school already built.	Dunfermline infant-school.	Scotch	..	1	1	6	..	4	..
1841 July 3	The erection of an infant-school.	Hersham, Walton-on-Thames.	N. S.	1	Churchwardens and Overseers.					
April 19	The erection of a school-house.	Wickham market .	N. S.	5	..	..	..	..	..	..
1840 Oct. 10	Ditto	Gateshead . . .	N. S.	1	4	..	2	..	..	..

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Extent of		Population of District from which Children will assemble.	Endowment in District.		Existing Schools in District not endowed.		Number of Children to be provided for in School at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character	Number of Children taught.	
6 roods.	..	1,000	..	..	None but dame-schls. and a boys' school taught by the barber of the parish.	..	99
50 by 17 ft.	30 sq. ft.	10,000	..	..	Wesleyan Sunday-school.	..	100
36¼ poles.	36¼ poles.	1,400	..	..	British School. ..	..	120
60 by 163 ft. about.	..	13,346	Clewer Green and school-house, 64*l*.	160	Windsor National-school.	400	490
			Porny's free-school, 90*l*.	90			
			Windsor free-school, a house, &c. 35*l*.	66			
900 sq. ft.	..	740	..	..	Sunday-school . .	78	120
					An infant-ditto . .	40	
					Two dame-schools .	50	
					Dissenters' Sunday-school.	25	
46 by 35 ft.	..	300	..	..	A dame-school . .	25	102
					A Sunday-school held in the Church		
80 by 47 ft.	2,300 superficial feet.	4,000	An endowed free-school.	70	Sunday-school . .	130	260
500 sq. yds.	365 sq. yards	1,200	..	..	One established by the applicants, which is intended to be removed into the new building.	..	256
..	..	..	..	..	..	..	..
30 roods.	17½ roods.	2,000 to 3,000	..	..	A dame-school . .	..	166
65 by 34½ ft.	3 falls	13,000	..	..	Several day-schools	..	195
20 roods.	15 roods.	1,036	.	..	..	..	90
¼ of an acre.	¼ of an acre	1,500	2-5ths of the market town lands, 30*l*.	..	A school attached to the Dissenting chapel.	50 to 60	154
¼ of an acre.	60 sq. ft. for each school.	15,000	..	..	A large number of private schools.	..	504
					A school in part of a Methodist chapel.		
					An infant school .	300	

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Date of Receipt of Application.	Object of Application.		Total estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.
1841 July 8	The erection of a school-house.	Sawston . . .	12	110	20	including fences & redemption of Land-tax.				142
April 17	The erection of a school-house for infants.	Stepney, Saint Peter's.	..	275	11 5 Extras and stoves.	..	..	..	..	236 5
June 10	The erection of a school-house.	Thornton . . .	45	361	.. Legal expenses	.. Architect	..	..	..	406
Feb. 16	Ditto.	Windsor . . .	690	950	30	60	30	..	350	2,120
July 8	Ditto	Wrawby . . .	..	140	..	..	..	15 well, &c.	60	215
June 19	Ditto.	Wiston . . .	..	155	10 Stove	..	5	..	..	170
July 8	Ditto..	Watford . . .	Legal and other expenses 40	700	75	..	..	..	..	815
May 8	Ditto..	Woodside . . .	Legal expenses 30	420	Architect 50	21	..	..	..	561
Aug. 27	Providing books and fittings.	Appleby . . .	..	..	..	..	..	..	..	..
June 19	The erection of a school-house.	Barnham Broome	..	170	..	..	..	..	..	170
1840 April —	Defraying the expense of building a small additional class-room, enlarging play-ground, &c. for the school already built.	Dunfermline infant-school.	The cost of the site, erection, and furnishing, was about							530
1841 July 3	The erection of an infant-school.	Hersham, Walton-on-Thames.	...	188 16	..	..	..	12 10 Watercourse	151 4	352 10
April 19	The erection of a school-house.	Wickham Market	..	250	including fences and legal expenses.				..	250
1840 Oct. 10	Ditto.	Gateshead . . .	300	750	..	..	80	..	..	1,130

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
10	N. S. 25	..	..	37	..	..	..	2*d.* per week each child.		..	35	35	
expected.	Cambridge Board 40										13 additional	13	
..	N. S. 40	..	..	50	The payments of the children pay nearly all the expense at present.						50	50	
The whole is paid for with the aid of grant from N. S. except 50*l.*													
180	..	..	..	180	65	5	..	55	..	125	180	180	
1,860	..	..	..	260	60	20	..	Not known	..	..	245	245	
110	N. S. 20	..	..	75	The number of children now attending the dame and infant-schools is such as to make it probable that when an improved education is offered the attendance will gradually become large enough to support the school with the subscriptions.						60	60	
10 expected													
75	N. S. 25 Dioc. Bd. 20	..	..	50	..	23		2*d.* & 1*d.* per wk.; 5*d.* per wk. for farmers' children.		..	50	50	
58 14 2	N. S. 70	..	..	286 5 10	83	..	13 4	25	..	131 4	130	130	
123 6	..	..	7 10 will be raised to pay Feu duty.	440	expected to be maintained by fees.						280	280	
..	..	..	..	..	..	..	..	..	..	..	10	10	
..	N. S. 30 Norfolk Dioc. Soc. 35	..	..	105	The children are to pay 1*d.* each per wk.						66 10	66 10	
351	was the amount raised by subscription.			..	20 to 22	..	..	50 about	..	..	200	200	
250	N. S. 35 Dioc. Bd. 10	..	..	57 10	30	..	..	10	..	40	45	45	
111 13	N. S. 35	..	..	100	25 to 30	6 to 7	30	15	..	77	77	77	
expected 10													
300	..	..	300 Value of Site.	530	There is every hope that more than 100*l.* per annum can be raised by various efforts.						252	252	

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 Jan. 29	Erection of a school-house.	Dodbrooke . . .	B. S.	..	3	1	5	2	3	..
Mar. 18	Purchasing site and buildings.	Aberdeen, Grey Friars.	Scotch	2	1	2	3	..	3	..
15	The erection of a school under a church.	Stirling, infant-school.	Scotch	1	1	3	Ladies		..	..
Sept. 14	Erecting a school . . .	Bethnal-green, St. Andrew.	N. S.	2	..	..	..	..	..	..
1840 Nov. 17	The erection of a school-house.	Buckland . . .	N. S.	1	and Churchwardens					
1841 Feb. 9.	Finishing school and master's house, and to prove additional rent.	Balaclulish . . .	Scotch	2	..	..	..	..	..	..
June 17	The erection of a school-house.	Bishport . . .	N. S.	1	Churchwardens and Overseers.					
1840 Nov. 24	Ditto	Clayton-le-Moors .	N. S.	1	..	..	2	..	..	..
1841 Sept. 23	Ditto	Cheltenham, St. John's.	N. S.	2	1	..	..	..	..	..
Jan. 28	Ditto	Colne, Christ Church.	N. S.	1	Churchwardens					
July 28	Ditto	Dunton	N. S.	1	Churchwardens and Overseers.					
May 7	Ditto	Gornal, Upper . .	N. S.	1	..	..	..	..	9	—

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Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not endowed.		Number of Children to be provided for in School at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
148 by 56 ft.	90 by 56 ft.	5,000 to 6,000	Crispin's Trust. The trustees pay a master to teach the Latin grammar 20*l.* a-year, and the use of a house; 5*l.* a-year to another master to teach writing and arithmetic, and 5*l.* to a female to teach reading. Annual exhibition of one person to College amounting to 50*l.*	..	..	..	206
125 by 31 ft.	55 by 20 feet	3,100	..	..	A girls' school for 40 children.	40	421
					A school for 150 children to be transferred to this.	150	..
1,141 sq. yds.	711 sq. yds.	900	Allan and Cunningham's hospitals.	40	..	..	266
60 by 50 ft.	420 sq. feet	6,000	..	..	1 Sunday-school, Independent.	..	395
45 perches	¼ of an acre for boys, Broad walk for girls.	1,200	..	..	Wesleyan Sunday-school.	..	108
¼ an acre	..	400	..	..	..	.	85
34 by 16½ ft.	..	108	..	..	..	..	50
813 sq. yds.	633 sq. yds.	3,000	..	.	One kept by a poor man.	20	270
					One kept by an old woman, (chiefly infants of the lowest order).	20	..
85 by 6 ft.	..	..	..	..	..	..	166
20 by 6 ft. 63 by 44 ft.	..	3,000	..	..	1 daily-school . .	..	271
34 by 16½ ft.	..	108	..	..	..	..	50
490 sq. yds.	..	3,000	..	..	Dissenters' school for boys and girls.	200	20
					Methodists' Sunday-school.		

Continued on pages 234, 235.

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Date of Receipt of Application.	Object of Application.		Total Estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.
1841			£.	£. s. d.	£.	£.	£.	£.	£. s.	£. s. d.
Jan. 29	The erection of a school-house.	Dodbrooke . .	..	280 40 Offices, Drains, &c.	..	..	..	..	..	320
Mar. 18	Purchasing site and buildings.	Aberdeen, Grey Friars.	and old Materials 150	650	..	..	50	Architect 47	300 including site & old Materials.	1150
15	The erection of a school under a church.	Stirling, infant-school.	226	685	96	..	..		..	1054
Sept. 14	Erecting a school . .	Bethnal Green, St. Andrew.	200 given	925	Legal Expenses 100	15	..	..	250	1490
1840 Nov. 17	The erection of a school-house.	Buckland . .	..	229 4 3	..	..	2 10	..	95 10 5*l.* gate and paling	332 14 9
1841 Feb. 9	Finishing school and master's house, and to prove additional rent.	Balaclulish . .	..	15 12	..	..	..	..	6 15	..
June 17	The erection of a school-house.	Bishport . . .	..	111 15 including Master's house.	not	included.			..	111 15
1840 Nov. 24	Ditto . . .	Clayton-le-Moors	..	400	..	..	95	..	..	500
1841 Sept. 23	Ditto . . .	Cheltenham, St. John's.	110	330	70	..	10	..	..	520
Jan. 28	Ditto . . .	Colne, Christ Church.	50	317 5 9	..	..	..	..	..	367 5 9
July 28	Ditto . . .	Dunton . . .	..	111 15 including Master's house.	not	included.			..	111 15
May 7	Ditto . . .	Gornal, Upper .	50	382 with fences.	..	..	..	..	..	432

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
200 guaranteed to be raised by private subscription		..	..	..	..	..	..	40	..	..	103	103	
There is no doubt that the contributions of the neighbourhood and the pence of the children will be sufficient to support the school.													
300	..	..	..	650	..	10	20	..	30	60	500	500	
200 more expected													
500 expected 25	..	..	..	529	50	20	..	30	..	100	133	..	
350 50 for master's house, 20 expected for fittings.	N. S. 150	..	200 Site given. 50 expected from Chol mond Fund.	670	25 or 30	20	..	A large sum.	..	..	395	395	
95 16 35 expected	N. S. 50 Diocesan Board 74	..	20	57 18 9	42 13	..	..	35 to 40	..	80 3	54	54	
..	..	..	..	22 7	..	..	..	3 15 for Salary of Master from Scotch Episs. Church		18	20	20	
75	N. S. 15 Archdeac. Board 15	..	..	6 15 exclusive of fittings.	15	..	..	5	..	20	25	25	
200	..	..	..	300 expected to be sufficient.					..	..	118	118	
238 6 9	N. S. 20	..	110 Site.	137 13 3	30	40 to 60	..	50	..	..	83	83	
59	N. S. 100	..	50 Site.	158 5 9	..	10	..	90	..	100	135 10 14 10 addition	135 10 14 10 al	
75	N. S. 15 Archdeac. Board 15	..	..	6 15 exclusive of fittings.	15	..	..	5	..	20	25	25	
120	N. S. 75 Dioc. Soc. 20	..	..	217	..	22 10	..	27 10	..	50	100	100	

Continued on pages 236, 237.

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 Sept. 16	The erection of a school-house.	Leftwich . . .	N. S.	1	and	Bis	hop	of C	hest	er.
July 16	Ditto	Marshwood . . .	N. S.	..	..	..	..	..	..	..
1840 Aug. 28	Ditto	Montrose Sessional-schools.	Scotch.	Min	ister	and	Kir	k Se	ssio	n.
1841 Aug. 27	Ditto	Membury . . .	N. S.	1	1	..	..	..	..	..
April 15	Ditto	Neath	B. S.	..	2	1	..	2	..	..
1840 Sept. 12	Ditto	Pemberton . . .	N. S.	1	and	Chu	rch	war	den	s.
12	Ditto	Pembroke Dock .	N. S.	1	Captain, superintendent, and officers of the dock-yard.					
June 26	Ditto	Portsoy	Scotch	2	Nine professional men and merchants, and one tradesman.					
Aug. 21	The erection of a school-house for female children.	Rothesay . . .	Scotch	3	3	..	..	..	..	..
30	The erection of a school-house.	Stoughton and Racton.	N. S.	1	2	..	..	..	..	..
Jan. 28	Ditto	Trawden . . .	N. S.	2	2	..	..	1	..	..
Aug. 25	Ditto	Tywardreath . .	N. S.	1	2	..	..	..	..	..
April 6	Addition to former grant.	Hilltown, Dundee.	Scotch	..	..	..	..	..	..	..
1840 Aug. 24	Ditto	Leigh	N. S.	..	..	..	..	..	..	..
24	Ditto	Leigh, Latley Common.	N. S.	..	..	..	..	..	..	..

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Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not endowed.		Number of Children to be provided for in School, at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
..	30 ft. 9 in. by 22½ ft.	1,450	..	..	..	87	90
60 by 30 ft.	..	560	..	..	Independent Sunday-school.	80	112
37 by 27 yds.	..	4,176	..	..	2 free-schools . .	170	700
1,368 sq. ft.	..	..	..	..	2 small dame-schools	..	102
100 by 50 ft.	..	..	..	..	..	..	192
510 sq. yds.	380 sq. yds.	..	..	..	3 Church schools . Small Independent school. Roman Catholic school.	..	272
..	1,514 sq. ft. for boys; 980 sq. ft. for girls.	4,000	..	..	4 Sunday-schools, Wesleyan and Dissenter.	700	405
..	86 by 76 ft.	2,000	On the endowment of the Society for Promoting Christian Knowledge; salary 15*l.*, and 5*l.* house and cow grass from Lord Seafield.	..	An infant-school .	..	..
600 sq. yds.	150 sq. yds.	5,789	..	..	Ordinary schools for the education of children of the Poor.	..	102
..	..	669	..	..	..	..	125
..	..	2,300	..	..	..	..	200
..	..	3,152	..	..	2 Church Sunday-schools. 1 Wesleyan. 3 day-schools. 13 dame-schools. 2 evening-schools.	..	300
..	..	..	..	..	..	..	..
75 by 135 ft.	28 by 25 yds.	5,000	A grammar-school, with small endowment.	..	..	..	500
18 sq. yds.	18 by 9 yds.	400	..	..	Primitive Methodist Sunday and small daily schools.	..	81

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Date of Receipt of Application.	Object of Application.		Total Estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.
			£.	£. s. d.	£.	£.	£.	£.	£. s.	£. s. d.
1841 Sept. 16	The erection of a school-house.	Leftwich . . .	Expenses 7	150 with offices.	..	..	23	..	..	180
July 16	Ditto . . .	Marshwood . .	Legal Expenses. 5 Plans, &c.	220	50	..	10	..	85	370
1840 Aug. 28	Ditto . . .	Montrose Sessional-school.	35	729 6	..	..	..	..	..	764 6
1841 Aug. 27	Ditto . . .	Membury. . .	..	90	..	..	5 4 and Stamps.	..	30 Apartments for mistress.	125 4
April 15	Ditto . . .	Neath	..	250	..	..	..	..	100	350
1840 Sept. 12	Ditto . . .	Pemberton . .	Law Expenses 5	242 2 9	..	..	23	..	..	270 2 9
12	Ditto . . .	Pembroke Dock.	..	510	..	..	..	..	..	510
June 26	Ditto . . .	Portsoy . . .	Legal Expenses 12	308	..	..	40	..	..	360
Aug. 21	The erection of a school-house for female children.	Rothesay . . .	Legal Expenses 25 Site 10	288 Residence	..	..	..	..	..	323
30	The erection of a school-house.	Stoughton and Racton.	Legal Expenses 10 Valued at	240	25	..	12	..	140	427
Jan. 28	.. Ditto . . .	Trawden . . .	40	233 17 6	..	..	21 14	..	..	295 11 6
Aug. 25	Ditto . . .	Tywardreath .	40	380	20	..	..	..	..	440
April 6	Addition to former grant	Hilltown, Dundee	..	..	..	..	..	..	..	..
Aug. 24	Ditto . . .	Leigh	..	700	..	..	..	..	..	700
24	Ditto . . .	Leigh, Latley Common.	..	123 14 4	..	..	..	..	..	120

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
51	N. S. 20	..	40 Parish School fund, 9*l.* expended.	80	3	..	..	16	5	24	45	45	
250 10 expected	N. S. 25 Dioc. Bd. 15	..	..	70	20	10	..	20	..	50	51	51	
355 16 8	..	..	..	407 9 4	..	..	.. children 5*s.* per	400 each per annum.	Proceeds of a Leg. of 400*l.*	..	382	382	
60	..	..	..	65	12	..	..	12 10	..	..	51	51	
182	..	..	..	150	Weekly pence from the children; any deficiency will be made up by the wharf-owners.						96	96	
30	N. S. 65	..	..	175 2 9	The day-school will in a great measure support itself.						136	136	
234 expected 40	N. S. 35	..	200 Treasury.	61	20	5	..	60	..	85	50	50	
120	..	..	..	240	Income has varied from 35*l.* to 55*l.*						180	130	
200 expected 5	..	..	..	118	..	30	..	8 to 10	..	40 about	118	118	
370	N. S. 36 Dioc. Bd. 50	..	..	77	65	3 or 4	..	10 to 12	..	70 about.	62 10	62 10	
58 13	N. S. 50	..	50 Site.	158 5 9	..	10	..	90	..	100	135 10	135 10	
120 expected 15	N. S. 75	..	65	165	40 to 60	..	..	40	5	90 about.	150 14 10 addition	150 14 10 al.	
..	..	..	..	..	..	..	..	..	..	..	100	100	
..	N. S. 100	..	..	350	20	60	..	100	..	180	250 75 addition	250 75 al.	
55	N. S. 22	..	..	46 14 4	5	5	..	14	..	24	40 5 addition	40 5 al.	

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 May 10	Purchasing a building, and fitting up the same for a school.	Juniper Green . .	Scotch	2	1	2	2	..	..	..
June 14	The erection of a school-house.	Kingston, Glasgow	Scotch	Kirk Session.				..	..	..
May 1	Ditto	Wigston, Great. .	N. S.	1	& C	hur	chw	arde	ns.	..
Aug. 27	Ditto	Alconbury . . .	N. S.	1	& C	hur	chw	arde	ns.	..
Feb. 16	Ditto	West Down. . .	N. S.	1	2	..	..	..	..	..
April 2	Ditto	Birmingham, St. Peter.	N. S.	1	..	..	..	..	4	..
Nov. 13	Ditto	Ashelworth . .	N. S.	2	..	..	..	..	..	..
17	Providing a play-ground .	Bethnal Green, Castle-street.	B. S.	..	..	..	..	..	..	..
June 28	The erection of a school-house.	Bethnal Green, St. James the Less.	N. S.	2	& such as shall be appointed by the bishop.					
1840 Dec. 12	Enlarging schools . . .	Brighton . . .	N. S.	1	5	..	..	..	..	..
1841 Oct. 30	The purchase of building in which school is at present held.	Biggar	Scotch	..	2	..	..	..	1	..
May 18	The erection of a school-house.	Binbrooke . . .	N. S.	4	2	1	..	..	..	..
Nov. 3	Ditto	Crosby Great . .	N. S.	1	2	..	..	..	..	..

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Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not endowed.		No. of Children to be provided for in School at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
22¼ falls, Scotch measure.	..	381	..	..	..	..	79
219 9-5ths sq. yds.	..	3,000	..	..	3 adventure-schools.	..	117
200 sq. yds.	50 sq. yds.	2,177	Land for the education of 12 boys and 12 girls, 13*l.* 10*s.*	12 boys, 12 girls.	Independent Sunday-school. Methodists . . . Church	170 20 270	140
37 poles.	..	1,300	..	..	2 dame-schools, 1 kept by a man. Church, 1 Sunday-school. Wesleyan, 1 Sunday-school.	.. 100 60	149
50 by 40 ft.	..	700	..	..	Small school, supported by Dissenters.	..	100
25 by 12 ft.	..	20,000	5 charity-schools .	..	St. Bartholomew's day and Sunday-school. New Meeting-street School, Unitarian and Sunday, and 2 evenings in the week. Bishop Ryder's day and Sunday. Mersden Street . . Carr's Lane Sunday-school.	300 .. 100 100	612
2 roods 2 perches	1-5th of an acre	580	Interest of 100*l.*, 3*l.*	..	2 private dame-schools.	20	84
..	..	..	..	..	..	..	..
..	..	6,000	..	..	A British school for boys. Do. for girls .	300 120	395
134 by 36 ft.	42 by 36 ft.	..	..	..	..	..	602
10 poles	8 poles	1,500	2 sums for educating poor children, 4*l.* 10*s.*	..	..	..	80
67 by 36 ft.	..	..	..	..	Church Sunday-school. Wesleyan. . . . Private day . . . Some dame.	76 125 45	200
26 by 12 yds.	62 by 37 ft.	984	A grammar-school	..	.	..	144

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Date of Receipt of Application.	Object of Application.		Total Estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.
			£.	£.	£.	£.	£.	£.	£.	£.
1841 May 10	Purchasing a building, and fitting up the same for a school.	Juniper Green .	Legal expenses. 10	150	..	..	..	..	..	160
June 14	The erection of a school-house.	Kingston, Glasgow.	..	512 1 6	..	..	..	..	..	512 1 6
May 1	Ditto	Wigston, Great .	Legal Expenses 12	208 with fences.	..	..	..	..	..	220
Aug. 27	Ditto	Alconbury . .	..	335 with fittings, &c.	..	..	..	..	215	..
Feb. 16	Ditto	West Down . .	..	120	..	..	..	..	..	120
April 2	Ditto	Birmingham, St. Peter.	370	735	Legal & other expenses 65	..	27	..	..	1,197
Nov. 13	Ditto	Ashelworth . .	15	206	Legal expenses 10	..	30	..	60	321
17	Providing a play-ground	Bethnal Green, Castle-street.	..	..	..	..	..	..	..	..
June 28	The erection of a school-house.	Bethnal Green, St. James the Less.	150	950	Legal expenses 100	20	Architect 65	..	250	1,535
1840 Dec. 12	Enlarging schools . .	Brighton . . .	..	300	..	..	..	..	..	300
1841 Oct. 30	The purchase of building in which school is at present held.	Biggar. . . .	already expended 21 12 to be expended 25 12	76	Law expenses 10	..	..	..	..	133
May 18	The erection of a school-house.	Binbrooke . .	13 15 6 legal expenses.	164	37	..	3	..	..	217 1
Nov. 3	Ditto	Crosby, Great .	16 16	298	Legal expenses. 20	14	..	..	..	378 1

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
80	..	..	..	80	Principally from fees of the school of about 20*l.* to 24*l.* per annum.						80	80	
53 14	..	..	..	259 7 6	..	..	..	70to80	..	..	200	200	
150	N. S. 20	..	..	50	..	30to40	13 10	10to15	..	61	50	50	
185 215	..	..	..	..	20	..	..	..	..	20	..	..	
15 expected 5	N. S. 25 Barnstaple Board, 10	..	..	65	The subscriptions vary.	8	..	8	..	..	50	50	
105	N. S. 120 and 250*l.* towards site.	..	..	722	10	25	..	2*d.* per week per child.	..	..	612	612	
177	N. S. 25	..	..	119	4	5	3	1*d.* each child per week.	..	..	42	42	
..	..	..	..	..	..	..	..	..	..	..	100	100	
400	150	..	150 site.	855	20	10	..	75	..	105	400	400	
200	N. S. 50	..	..	50	By Account of 1840, 1,060*l.*				..	..	50	50	
58	..	..	..	75	22*l.*		..	8	..	30	75	75	
83 17 expected 13	..	..	..	121 0 2	Subscriptions and school fees					30	100	..	
214 166	N. S. 45	..	..	119	4	5	3	1*d.* each child per week.	..	..	42	42	

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 Oct. 20	The erection of a school-house.	Brompton . . .	N. S.	1	and	Chu	rch	war	den	s.
Aug. 7.	Ditto	Carlisle Ch. Cb. .	N. S.	..	3	2	..	..	..	..
May 10	Ditto	Dallington . . .	N. S.	1		Chu a	rch nd O	war vers	den eers.	s
Oct. 21	The erection of an infant-school.	Hereford, Saint Peter's.	N. S.	1	6	..	..	..	..	..
1840 Aug. 31	The erection of a school-house.	Kingsholme . .	N. S.	3	2	..	..	..	..	..
1841 Feb. 27	Ditto	King's Caple . .	N. S.	1		Chu a	rch nd O	war vers	den eers.	s
Sept. 25	Ditto	Lenton	N. S.	1	1	..	..	..	..	..
1840 Oct. 2	Ditto for infants . .	Middleton, Manchester.	N. S.	1	2	..	..	..	..	..
1841 Aug. 7	The erection of a school-house under a new church.	Manchester, Saint Barnabas.	N. S.	1	..	..	8	..	..	..
May 17	The erection of a school-house.	Overton . .	B. S.	..	..	..	2	..	..	..
June 30	Ditto for infants . .	Oughterbridge . .	N. S.	..	..	..	..	..	..	..
Oct. 18	The erection of a school-house.	Salford, St. Matthew's.	N. S.	1	..	1	6	..	2	..
May 29	Ditto	Thewerton . . .	N. S.	..	..	..	..	..	..	..
Oct. 9	Rebuilding boys' school .	Windy Nook . .	N. S.	..		Minist	er a war	nd den	Chu s.	rch-
Sept. 1	The erection of a school-house.	Westleton . . .	N. S.	2	2	..	..	..	..	..
Oct. 5	Ditto	Butley	N. S.	..	..	..	..	..	..	..
July 16	Ditto	Brydekirk . . .	Scotch	1	4	..	..	..	..	..

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Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not endowed.		Number of Children to be provided for in School, at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
64 by 55 ft.	60 sq. yds.	10,000	..	..	A small private school.	40	416
500 sq. yds.	200 sq. yds.	5,460	..	..	School of industry .	50	330
					British and Foreign Society.	350	..
25 by 10 sq. yds.	..	1,000	..	..	2 Sunday-schools .	..	104
41 by 20 ft.	72 by 35 ft.	2,000	Blue Coat-school, 100*l.*	..	St. Peter's Sunday .	300	116
					Blue-coat	160	..
					National for girls .	100	..
93 by 31 ft.	96 by 30 ft.	2,000	..	..	..	..	205
11 perches	.	297	Acamstone estate, interest of 50*l.* 2*l.* 10*s.*	..	Dame-schools . .	..	65
1,599 sq. yds.	..	..	..	..	Infant-school . .	100	300
					Church Sunday-school.	250	..
					Dissenters.		
					Some dame-schools.		
45 by 35 ft.	900 sq. yds.	5,000	Dean Howell's grammar-school.	..	Methodist chapel .	50	348
					Swedenborgian . .	50	..
					Huntingdonian . .	50	..
					3 rooms in grammar-school.	150	..
6944 sq. yds.	133 by 16½ ft.	8,200	..	..	..	..	508
..	300 sq. yds.	1,200	..	..	A private day-school, 2 dame-schools.	..	140
50 by 26 ft.	24 by 15 ft.	1,050	A school in the hamlet of Ones-acre, 15*l.* and house and garden.	60, 70	..	..	77
..	136 sq. yds.	5,000	..	..	..	..	589
75 by 35 ft.	33 by 10 ft.	1,500	Towards salary of teacher, 24*l.*	..	..	..	233
..	100 sq. yds.	2,070	..	..	Mr. and Mrs. Henderson's school.	96	117
					Mr. Oxley . . .	14	..
					Mrs. Sutherford's .	25	..
2 roods 9 perches.	..	1,495	..	..	..	..	250
¼ an acre	¼ of an acre	580	..	..	A dame-school . .	12	120
					Sunday	60	..
90 by 40 ft.	..	1,000	..	..	An infant-school .	..	152

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Date of Receipt of Application.	Object of Application.		Total Estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.
			£.	£.	£.	£.	£.	£.	£.	£.
1841 Oct. 20	The erection of school-house.	Brompton . .	560 Reduction of Tax, 10*l.*	950 Land	70	70 Law Charges.	50	..	177	1,887
Aug. 7	Ditto	Carlisle Ch. Ch.	115	426	80	..	20	..	..	641
May 10	Ditto	Dallington . .	20	171 6 5	..	..	..	..	..	221 6 5
Oct. 21	The erection of an infant-school.	Hereford, Saint Peter's.	180	30	..	..	..	..	..	210
1840 Aug. 31	The erection of a school-house.	Kingsholme . .	..	300	250	..	..	..	..	550
1841 Feb. 27	Ditto	King's Caple .	.. Legal expenses	1,254 enclosure	..	..	5	..	25	155 4
Sept. 25	Ditto	Lenton . . .	105	1,050	50 warming and ventilation 150	..	130	..	350	1,835
1840 Oct. 2	Ditto for infants .	Middleton, Manchester.	260	880	..	..	..	..	..	1,140
1841 Aug. 7	The erection of a school-house under a new church.	Manchester, St. Barnabas.	387 19 1	950	..	.. Railings and gate 60	100	.. and	..	1339 171
May 17	The erection of a school-house.	Overton . . .	.. Legal expenses.	130	20	..	10	..	..	160
June 30	Ditto for infants .	Oughterbridge .	10	120	10 Legal expenses.	..	10	..	..	150
Oct. 18	The erection of a school-house.	Salford, Saint Matthew's	177	1,370	20	..	30	..	..	159 7 10
May 29	Ditto	Thowerton . .	10 Legal and other expenses.	215	..	..	25	..	..	250
Oct. 9	Rebuilding boys' school	Windy Nook .	..	152	20	..	12	..	36	220
Sept. 1	The erection of a school-house.	Westleton . .	..	360	45	..	..	..	..	405
Oct. 5	Ditto	Bentley . . .	20	179 13	15	..	15	..	69	293 13
July 16	Ditto	Brydekirk . .	..	79 16 8	..	..	..	..	..	79 16 8

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
1,000	N. S. 157	..	..	900 nearly	100	50 to 100	..	50	..	..	400	400	
400 exptd. 25 to 50	..	..	..	200	75	..	..	..	..	..	165	165	
54	N. S. 40 N. S. 30	..	20 Site.	77 6 5	..	..	..	..	..	..	52	52	
140 5	..	..	..	90	20	..	..	20	..	40	58	58	
385	N. S. 50	..	..	115	30	..	..	20	..	50	100	100	
114 10	..	..	..	40 14	36	12	4 5 6	6 10	..	58 18 6	35	35	
861	N. S. 75	..	..	899 10	35	15	..	80	..	130	150	150	
380 exptd 80	..	..	..	300 exclusive of fittings.	50 to 70	..	..	¼d. per child.	..	..	200	200	
410 exptd. 100	..	..	..	829 17 1	Expected to be efficiently and permanently supported from its connexion with intended new church.					..	500	500	
88 12 1	..	..	..	71 7 11	..	4 to 5	..	12s. to 15s. per week.	..	..	70	70	
80 exptd. 5 to 10	N. S. 15	..	..	45 to 55	6	..	..	19 10	6	31 10	38 10	38 10	
754 10 exptd. 50 to 100	..	..	..	742 10	..	120	From the circumstance that other schools connected with churches have been supported by annual collections from the congregation, it is hoped similar success will attend this school.				500	500	
113	..	..	..	137	..	40	24	6	..	70	116 10 23 10 additional.	116 10	
65 exptd. 55	N. S. 50	..	..	100	23	5	..	20	..	48	60	60	
110 exptd. 40 to 50	Arch. Society 104	..	..	148 10	40	3 to 5	..	20	..	..	125	125	
104 exptd. 6 to 8	..	..	..	130 about.	20 about.	3	..	15	5	43 about.	60	60	
33 exptd 4 to 5	..	..	..	45	..	..	10	30	..	40	45	45	

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 Sept. 4	The erection of a school-house.	Curvys Morchand.	N. S.	1	1	..	..	..	..	..
Feb. 9	In support of school . .	Caroy, Drynock .	Scotch	2	5	..	..	..	..	..
1840 Oct. 3	Purchasing a building, formerly used as a place of worship, to be converted into school-houses.	Dundee, Grey Friars.	Scotch	1	..	2	..	..	4	..
1841 Nov. 13	The erection of school-house.	Dundee, Saint Andrew's.	Scotch	..	The General Kirk Sessions, Nine Incorporated Trades Three United Trades.					
Mar. 4	Ditto	Titchmarsh. . .	N. S.	..	..	..	..	..	..	..
Jan. 20	Ditto	Yniscedwyn . .	S. S.	1	2	..	2	..	..	..
Oct. 15	Ditto	Old Radnor. . .	N. .	..	..	..	..	..	..	..
1840 Oct. 12	Ditto	Marsworth . . .	N. S.	1	Ch	urch Ove	war rsee	dens rs.	and	
1841 Sept. 13	Ditto	Meliden . . .	N. S.	1	Ch	urc Ove	hwa rsee	rde rs.	ns	and
1840 Nov. 26	Ditto	Wimborne Minster.	N. S.	4	..	..	..	..	..	..
Oct. 10	Ditto	Holt (Wimborne Minster).	N. S.	4	..	..	..	..	..	..
1841 Nov. 3	The erection of an infant school in connexion with the National school.	Bilston, Saint Mary	N. S.	2	2	..	1	..	..	..
1842 Jan. 13	The erection of a school-house.	Brightlingsea . .	N. S.	1		Chu	rch	war	den	s.
1841 Dec. 4	Ditto, infant	Barnsley, Saint Mary.	N. S.	..	5	..	..	..	..	..
Nov. 5	The erection of a school-house.	Blackburn . . .	N. S.	..	..	..	..	..	..	..
Dec. 31	Ditto	Blairpigone. . .	Scotch	3	1	..	1	2	8	..
Aug. 19	Ditto	Bishop's Stoke. .	N. S.	1	..	..	..	..	..	..

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Extent of		Population of District from which Children will assemble	Endowments in District.		Existing Schools in District not endowed.		Number of Children to be provided for in School, at Six Square Feet for each.
Site.	Play. Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
20 land yds.	..	640	Payable out of land in the parish, 1*l.*	..	2 daily schools.	32	60
..	..	386	..	..	..	..	75
..	57 by 34 ft.	5,000	..	..	..	..	295
..	..	5,200	..	..	2 adventure-schools.	..	450
1 rood 18 perches.	42 by 34 ft.	911	..	..	Sunday and day-school for boys. Sunday-school for girls.	..	197
198 by 164 ft.	..	2,500	..	..	Sunday-schools .	..	307
200 sq. yds.	11 by 7 yds.	1,500	..	..	An infant-school .	30	200
2 roods 1 pole.	60 by 23 ft.	500	..	..	..	..	85
An acre	½ of an acre	5,332	..	..	1 small school at Llanassa. Ditto Dyserth . .	.. 30	400 ..
1,840 yds.	1,700 ft.	2,868	Pamphill free-school.	40	..	..	293
400 yds.	..	1,313	..	..	Private schools . .	..	300
40 by 7 yds.	30 by 18 yds.	20,142	..	..	National schools lately erected.	608	108
38 perches	..	2,000	Free-school, 12*l.*, Swedenborgian school.	16	Church Sunday-school. Wesleyan. Independent. Swedenborgian.	..	176
823 yds.	..	4,337	..	..	A National school in St. George's District.	500	236
33 yds. square	..	36,613	..	..	1 National school . 6 Sunday ditto.	..	587
..	..	600 to 700	..	..	..	..	102
½ of an acre	..	1,138	..	..	National school held in a hired cottage, and three small dame-schools.	90	125

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Date of Receipt of Application.	Object of Application.		Total Estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.
1841 Sept. 4	The erection of a school-house.	Curvys Morchant	12	Legal Expenses. 200	..	..	15	..	30	307
Feb. 9 1840 Oct. 3	In support of school .	Caroy, Drynock.	..	150 13 4	besi and	desbenc	deshes.	ks..	..	..
1841 Nov. 13	Purchasing a building formerly used as a place of worship, to be converted into school-houses.	Dundee, Grey Friars.	..	1,100	..	..	..	..	..	1,100
Mar. 4	The erection of school-house.	Dundee, Saint Andrew's.	Ground 200	790	..	..	40	60	..	1,090
	Ditto	Titchmarsh . .	Legal Expenses 15	.. Architect 393 14	60	..	45 Entrances 12	27 6 7	150 15 6	684 16 7
Jan. 20	Ditto	Yniscedwyn . .	..	500	..	..	..	..	..	500
Oct. 15	Ditto	Old Radnor . .	20	230	..	..	..	..	80	330
1840 Oct. 12	Ditto	Marsworth . .	Conveyance & plan 5	175	16 Legal	..	15	..	..	211
1841 Sept. 13	Ditto	Meliden . . .	5	600	Expenses 35	..	30	..	200	915
1840 Nov. 26	Ditto	Wimborne Minster.	440	700	Law Expenses 4	..	50	..	..	1,194
Oct. 10	Ditto	Holt (Wimborne Minster).	..	500	..	..	..	Legal 4	150	654
1841 Nov. 3	The erection of an infant-school in connexion with the National school.	Bilston, Saint Mary.	84	144 15 0	Deed of Enrolment 12 Legal Expenses	..	..	..	..	240 15
1842 Jan. 13	The erection of a school-house.	Brightlingsea .	20	265 with fittings	10 architectural and Incidental Expenses	..	5	..	..	300
1841 Dec. 4	Ditto infant	Barnsley, Saint Mary.	150	565 including fences	85	..	..	..	..	800
Nov. 5	The erection of a school-house.	Blackburn . .	..	1,200	..	..	100	..	..	1,300
Dec. 31	Ditto	Blairnigone . .	..	130	..	..	32 10 about	..	..	162 10 about
Aug. 19	Ditto	Bishop's Stoke .	..	310 exclusive of fittings	..	..	..	..	..	..

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
75	Tiverton Local Board, 20	..	..	212	..	..	2	..	..	..	30	..	
..	..	..	..	120	No other income beyond support of Rev. G. S. Curwyns, the promoter. The teacher is paid by the Scottish Episcopal Church Society, and Fees of School.						75	75	
..	General session, 500	..	50to60 expected.	550	Expected that general session will apply part of their funds towards support of school.			20 to 30	..	..	300	300	
485 expected 65	..	..	..	540	15	10	..	180	..	205	450	450	
199 5	N. S. 50 Diocesan Board 50	..	52 14	23777	83 11	..	..	15 to 20	..	..	98 10	98 10	
250	..	..	..	250	..	..	..	70 to 80	..	..	250	250	
65 expected 5	N. S. 50	..	..	210	10 to 15	..	..	26	..	.. ad	100 ditional giant of 30*l.* for master's house.	100 30	
138 19 6	..	..	..	71	..	..	..	4	3 Annual Sermon.	..	45	45	
534 4	N. S. 100	..	..	200	58 11	..	..	1*d.* per week each child.	..	..	200	200	
405 12 2 expected 100	..	..	..	605 14 2	80	..	..	1*d.* per week each child.	..	..	150	..	
207	N. S. 100	...	70 expected.	272 10	..	5	..	1*d.* per week.	..	..	150	..	
11	Applicants expect to raise 80*l.* altogether.	..	..	160	The school will be supported in connexion with the National schools.						54	..	
40 expected 15	..	..	..	not ascertained.	15 to 20	..	..	upwards of 20	..	..	88	83	
200	..	..	Site given 150 100 legacy	350	20	Uncertain.	Interest on Legacy of 100*l.*	..	..	..	118	118	
600	N. S. 125	..	..	575	The promoters of the school have no more difficulty in maintaining six schools now than in maintaining only one in 1822.						294	294	
65	..	..	..	100 about	..	..	..	45	..	45 ad	65 35 ditional	63 35	
319	..	..	..	..	10	3	..	..	..	..	63	63	
					The school, when built, will not be suffered by the rector and curate to be neglected.								

Continued on pages 252, 253.

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several heads.						
	To obtain Aid in	At		Clergy or Ministers.	Clergy.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 Dec. 31	The erection of a school-house.	Codnor and Loscoe.	N. S.	..	..	..	1	4	..	..
Oct. 29	The completion of school-house.	Desborough. . .	N. S.	2	..	..	..	..	..	..
1842 Feb. 2	The erection of school-house.	Fonthill Gifford.	N. S.	3	1	..	..	..	..	..
1841 Nov. 29	Adding a class-room to the school built in 1815 and enlarged in 1835.	Heywood, York Street.	N. S.	1	..	..	9	..	..	..
Nov. 12	The erection of a school-house.	Holt, Norfolk.	N. S.	4	..	..	..	..	..	..
1842 Jan. 20	The erection of a house for schoolmaster.	Huttoft	N. S.	1	Chu	rch	war	dens	..	..
1841 Dec. 17	The erection of a school-house	Hartfield . . .	N. S.	2	1	..	..	..	..	..
1842 Feb. 24	The erection of an infant school-house.	Haggerstone . .	N. S.	1	1	..	4	..	..	..
Jan. 15	The purchase and alteration of premises to be converted into a National school.	Islington, St. Mary.	N. S.	1	3	..	..	..	..	..
1841 Dec. 23	The erection of a school-house.	Islington, St. Stephen.	N. S.	2	3	..	..	..	..	..
Nov. 17	Ditto	King's Somborne.	N. S.	..	2	Chu	rch	war	den	s.
Nov. 13	Ditto	South Lambeth.	N. S.	2	5	..	..	..	..	..
April 7	Ditto	Lydiard Milicent.	N. S.	1	Chu	rch	war Ove	dens rsee	and rs.	
Nov. 11	Ditto	Mansfield Woodhouse.	N. S.	1	3	..	..	..	..	..
May 29	Ditto	Penclawdd, Llanrhidian.	N. S.	1	Churchwardens and Overseers.					
Feb. 8	Ditto	Peel	N. S.	2	2	and Churchwardens.				

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Extent of		Population of Districts from which Children will assemble.	Endowments in District.		Existing School in District not endowed.		Number of Children to be provided for in School, at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
17 perches	..	200	..	..	..	..	133
70 by 18 ft.	30 by 28 ft.	1,250	..	..	..	..	94
¼ of an acre	..	405	..	..	One school, held in the room of the old Parsonage House.	35	82
..	20 by 10 yds.	15,000	..	..	..	..	56
400 sq. yds.	..	1,313	..	..	Two or three daily schools to be merged in present one.	..	300
..	..	..	..	..	..	..	..
1 acre	..	1,603	Charity Estate, 20*l.* Earl of Thanet, 10*l.*	..	A few dame-schools.	..	200
1018 by 30 ft.	60 by 30 ft.	19,000	..	..	National Sunday-school.	400 to 500	
..	..	10,375	A share in a rental, 45*l.*	..	One school of Industry, supported by Dissenters.	25	..
75 by 44 ft. 28 by 20 ft.	Boys, 34 by 24 ft. Girls, 28 by 13 ft.	4,000	..	..	..	..	293
1½ rood	..	1,256	..	..	One or two dame-schools.	..	110
36 by 45 ft.	..	800 to 900	..	..	Edon national . .	120	260
¼ an acre.	..	500	..	..	A dame school . . Sunday-school.	..	75
1 rood.	1120 sq. yds.	1,871	Clarkson's Charity school; 22*l.* 10*s.* Master's salary; 11*l.* 5*s.* Mistress's salary.	Boys, 25 Girls, 25	..	..	300
¼ of an acre	¼ of an acre	1,000	..	..	..	..	116
1 rood	..	2,500	School exclusively mathematical, 25*l.* free-school under the Clothworkers' Company to be incorporated with proposed school, 50*l.*	14	..	..	165

Continued on pages 254, 255.

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Date of Receipt of Application.	Object of Application.		Total Estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.
			£.	£.	£.	£.	£.	£.	£.	£.
1841 Dec. 31	The erection of a school-house.	Codnor and Loscoe.	30 4 6	240	Legal Expenses. 5	..	45	..	..	320 4 6
Oct. 29 1842	The completion of a school-house.	Desborough . .	..	100	..	..	..	..	..	100
Feb. 2	The erection of a school-house.	Fonthill Gifford	12	140	5	..	5	..	..	162
1841 Nov. 29	Adding a class-room to the school built in 1815 and enlarged in 1835.	Heywood, York-street	..	60	20	..	..	..	..	80
Nov. 12	The erection of a school-house.	Holt, Norfolk	Legal expens 4	Expenses. 500	..	..	..	..	150	654
1842 Jan. 20 1841	The erection of a house for schoolmaster.	Huttoft . . .	..	..	..	..	..	..	70	..
Dec. 17	The erection of a school-house.	Hartfield . . .	..	545	..	..	..	..	150	695
1842 Feb. 24	The erection of an infant school-house.	Haggerstone . .	. ..	330	Sundries 50	..	60	..	mistress's 90	580
Jan. 15	The purchase and alteration of premises to be converted into a National school.	Islington, St. Mary	550	650	Legal 50	Lease 100	Architect & legal expenses. 80	..	..	1,490
1841 Dec. 23	The erection of a school-house.	Islington, St. Stephen.	Architect. 50	700	50	..	50	..	200	1,050
Nov. 17	Ditto	King's Somborne	..	560	..	..	..	..	..	560
13	Ditto	South Lambeth	515 15	90	Law expenses. 30 extras 50	..	50	120	..	845 15
April 7	Ditto	Lydiard Milicent	Legal and other expenses. 10	146	7 10	..	25	..	96	284 10
Nov. 11	Ditto	Mansfield Woodhouse.	..	600 including master's house.	..	..	..	..	..	600
May 29	Ditto	Penclawdd, Llanrhidian	Legal expen. 5	90	..	..	10	..	..	105
Feb. 8	Ditto	Peel	30	240	..	..	..	..	120	390

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
he subscriptions already raised are ira church and school, and now mount to 912*l.*, leaving a deficien- y of 1238*l.* for the two purposes.				Uncer- tain.	..	Uncer- tain.	..	..	..	..	67	67	
3 10	..	..	..	36 10	20	..	..	5	10	35	47	47	
7 13 4	..	..	36 5 6 in value.	58 1 2	..	..	..	1*d.* per week each child.	..	..	41	41	
..	N. S. 30	..	..	50	..	..	..	2*d.* per week each child.	..	..	28	28	
7 10 pected 70	N. S. 100	..	..	272 10	..	5	..	1*d.* per week each child.	..	..	150	150	
40	..	..	..	30	..	..	..	..	..	..	22	22	
10 pected to 30	..	..	..	331 10	20	..	30	10to 15	..	..	100	100	
63 epted 37	..	..	..	490	30	35	..	20	..	85	57	57	
00 pected 00	..	..	..	690	220	100	45	..	..	365	300	300	
30	..	..	..	890	50	30	..	45	..	125	147	147	
10	N. S. 50	..	..	160	..	..in	terest of 200*l.* pro- bable	35 to40	..	..	160	160	
12	..	..	..	330	79	..	..	50 from char	20 hoped Walco ity.	149 t	130	130	
30 pected 5	N. S. 35	..	..	124	15 to 20	1	..	15	..	..	38	38	
70	..	..	..	430	..	6 allow 12*l.* son's	12 parish ance; Clark- charity	1*d.*&2*d* per week per child.	..	..	150	150	
35 pected	..	..	..	70	20	..	..	10	..	30	58	58	
..	Clothwork- ers' Company 100*l.*	60	30 site.	200	..	..	50	..	..	..	100	100	

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1842 Feb. 4	The erection of a school-house.	Ripe	N. S.	1	and C	scho olle	lars ge,	of E Oxf	xete ord.	r.
Jan. 15	Ditto	Shenley	N. S.	..	..	..	..	..	..	..
1841 Nov. 9	Ditto	Sheepscar . . .	N. S.	..	2	..	3	..	..	..
1842 Jan. 22	The conversion of premises into a school and residence for mistress.	Swinton	N. S.	3	1	1	1	..	..	..
10	The erection of a school-house.	Shere	N. S.	1	3	..	..	..	..	..
1841 Feb. 24	Ditto	Tirley	N. S.	2	..	..	..	..	..	..
Nov. 9	Ditto for infants. .	Thame	N. S.	3	7	3	1	..	2	..
1842 Jan. 8	The erection of a school-house.	Walmgate, Saint Margaret.	N. S.	5	..	..	..	..	..	..
1841 Sept. 22	Ditto	Wiggenhall, St. Mary Magdalen.	N. S.	1	C	hur Ove	chw rsee	arde rs.	ns	an
Nov. 17	Ditto	Westerleigh. . .	N. S.	1	C	hur Ove	chw rsee	arde rs.	ns a	nd
1842 Feb. 7	Ditto	Atherstone . . .	N. S.	..	4	2	3	..	1	s
1841 Dec. 6	Ditto	Burton-on-Trent .	B. S.	2	..	..	..	..	2	.

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Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not endowed.		No. of Children to be provided for in School at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
18 poles	63 by 25 ft.	567	..	..	..	..	70
¼ of an acre	28 by 20 yds.	1,300	..	..	A girls' school . . Mixed school . . A boys' school to be superseded by proposed school.	40 35 40	104 .. ..
982 sq. yds.	..	7,000	..	..	..	..	220
530 sq. yds.	130 sq. yds.	1,600	..	..	A Sunday-school . 2 small dame-schools	..	72
¼ an acre.	..	1,347	Gatson's Charity, 13*l.* 4*s.* 2*d.*	..	4 dame-schools . .	..	200
¼ of an acre.	..	550	..	..	1 dame-school . . Wesleyan Sunday-school.	..	70
1 acre 1 rood 7 perches.	40 by 35 ft.	2,965	Income from 3 charities, 29*l.* 13*s.* 6*d.*	26	National school . . British and foreign .	300 250	87 ..
100 by 60 feet	100 by 30 ft.	6,073	Houghton's bequest. Dorothy Wilson's do. Dodsworth's Charity.	20 20 12	Lancasterian school Infant do. .	130 70	400 ..
30 by 20 yds.	370 sq. yds.	775	..	..	Baptist Sunday-school.	..	129
¼ of an acre	¼ of an acre.	2,100	..	..	Small dame-schools.	..	134
¼ of an acre	..	4,000	Grammar-school; 25*l.*, and 7 acres of land and a barn, 36*l.*	..	Grammar-school . . Commercial school . English school . . Mrs. Bracebridge's girls' school. Mrs. Bracebridge's infant-school. Church Sunday-school, Wesleyan Sunday-school, Independent Sunday-school, Primitive Methodist Sunday-school.	10 50 128 80 120	241 .. ..
600 sq. yds.	..	6,171	Ancient free grammar-school.	60	National school . .	200	250

Continued on pages 258, 259.

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Date of Receipt of Application.	Object of Application.		Total Estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.
			£. Legal Expenses.	£. s.	£.	£.	£.	£.	£.	£. s.
1842 Feb. 4	The erection of a school-house.	Ripe	5	151 15	..	..	18	22 carriage of materials.	..	196 13
Jan. 15	Ditto	Shenley . . .	30	320	Legal expenses 10	..	20	..	..	380
1841 Nov. 9	Ditto	Sheepscar . .	..	400	..	..	..	..	..	400
1842 Jan. 22	The conversion of premises into a school and residence for mistress.	Swinton . . .	Conveyance 10	108 2 Grounds and buildings.	15 13 4	..	7 18	49 0 6½ Building offices.	Mistress's 20 12 1	211 5
10	The erection of a school-house.	Shere	..	545	..	..	..	..	150	695
1841 Feb. 24	Ditto	Tirley	12 10	105	..		21 2 6	..	95	233 12 6
Nov. 9	Ditto for infants .	Thame . . .	Architect 10 10	high-246 12	..	..	30	..	..	287 2
1842 Jan. 8	The erection of a school-house.	Walmgate, Saint Margaret.	Architect 100	high-463	Conveyance 12	Architect 15	high-20	20 making road.	..	615
1841 Sept. 22	Ditto	Wiggenhall, St. Mary Magdalen	5	174	18 4 Master's house, 8 13	Legal expenses 10	al nses 20	12 15 raising stone, 15 2 spoutings, 11 10	100	375 4
Nov. 17	Ditto	Westerleigh . .	Legal expenses. 10	145	..	..	25	..	..	180
1842 Feb. 7	Ditto	Atherstone . .	..	324	beside	s fe	nces	, fittings,	&c.	..
1841 Dec. 6	Ditto	Burton-on-Trent.	..	650	includ	ing	mas	ter's hou	se.	650

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
35	..	..	20 carriage of materials.	141 15	36	..	..	12	..	48	35	35	
250 expected 10	N. S. 10 20*l.*, perhaps, from Diocesan Board.	..	..	80	25	..	..	16	7 0	43 0	52	52	
225	N. S. 85	..	..	87	The inhabitants of the district take great interest in the school, and when in full operation it is confidently expected to succeed.						50	50	
108 2 Value of ground and building 5 possibly	..	..	..	98 2	..	..	..	20 given by the patron of the living; 5*l.* value of house and garden.	5 5	30 5	36	36	
363 10 expected 20*l.* to 30*l.*	..	..	..	331 10	20	..	30	10to15	..	..	100	100	
175	N. S. 20.	..	..	40 0	About 20*l.* per annum can be guaranteed independent of children's payments; and the saving effected with respect to rent of house and garden, 7*l.* 10*s.*						25	25	
10 expctd 10	N. S. 20. Trustees of N. S. 100	..	..	157 12	The trustees expect the schoolmistress will be supported from the pence paid by the children.						44	44	
342	N. S. 75.	..	..	198	After the erection of school, exertions will be made to obtain annual subscriptions for its support.						200	200	
120 expected 25	N. S. 50.	..	8 16 materials and cartage	121 4	32	1 10	..	32	2 0 Needle-work.	67 10	65	65	
80	N. S. 10.	..	..	95	40	25	20	5	..	90	67	67	
Nothing but the girls' an school, which cost 400*l.*, to the trustees.			infants offered	..	..	..	46	2*s.* per ann. each child.	..	..	150	..	
200 expctd 100	British and Foreign School Society has promised a grant of books and school materials.			350	30	10	..	50	..	90	175	175	

Continued on pages 260, 261.

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 Nov. 24	The erection of a school-house.	Liverpool, Windsor.	N. S.	2	3	..	12	..	5	..
24	Ditto	Liverpool, Nayler Street.	N. S.	2	3	..	12	..	5	..
Oct. 25	Purchasing a building to be converted into a school-house.	Limehouse . . .	N. S.	..	..	..	..	..	..	..
Nov. 20	The erection of a school-house.	Maidstone . . .	N. S.		The	Arc Can	hbis terb	hop ury.	of	
June 10	Ditto for infants. .	Islington, All Saints	N. S.	1	2	1	1	..	1	..
Aug. 7	The erection of a school-house.	Shelford	N. S.	3	..	..	..	..	..	..
1842 Feb. 2	Ditto	Bentley	N. S.	1	..	..	..	..	..	..
Feb. 10	Ditto	Carlisle, Trinity Church.	N. S.	3	..	3	1	..	..	..
1841 April 21	Ditto	Darfield	N. S.	2	3	..	..	..	..	..
1842 Feb. 19	Ditto	Lew Trenchard .	N. S.	1	2	..	..	..	..	..
Feb. 24	Ditto	West Bromwich .	N. S.	1	C	hurc	hwa	rden	s.	..
1841 Oct. 6	Ditto	Pelynt	N. S.	1	2	..	..	..	..	..
Nov. 24	Ditto	Beddington . . .	N. S.	1	and	Chu Ov	rch erse	war ers.	dens	an
Jan. 15	Ditto	Bennington. . .	N. S.	1	and	Chu Ov	rch erse	war ers.	dens	an

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Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not endowed.		No. of Children to be provided for in school, at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
126 by 53 ft.	62 by 27 ft. Two play-grounds.	5,000	Boys', Girls', and Infants' School to be merged in new school, for which assistance is sought. A small Sunday-school connected with Methodist chapel.	192	..	..	594
77 by 45 ft.	44 by 20 ft.; in front, 32 by 20 ft.; back, 70 by 15 ft.	9,000 to 10,000	..	..	North Corporation school.	900	69
335 ft.	A small yard	25,000 to 30,000	..	..	National school . .	300	558
¼ of an acre 24 roods.	¼ of an acre.	18,000	Blue Coat School, 145*l.* Sir C. Brooks's school, 100*l.*	96 100	National schools .	450	815
130 ft. by 27 ft. 6 in.	70 ft. by 27 ft. 6 in.	6,405	..	..	..	..	118
1 rood.	..	1,330	..	..	Dame-schools . .	162	25
300 by 108 ft.	¼ of an acre for each school.	800	..	..	Two dame-schools .	..	144
1,360 sq. yds.	600 sq. yds. 300 sq. yds.	6,000	..	..	A Factory-school .	200	291
88 by 36 ft.	150 sq. yds.	1,000	Boys' day-school, 5*l.* Sunday-school, 5*l.* Interest of 45*l.* . .	..	Village-school . . Infant-school . . Dame-school . .	25 50 20	206 .. ..
..	..	..	.	..	..	..	173
55 by 24 yds.	75 by 28 ft.	2,711	..	..	Sunday-school . . Two Dissenters' Sunday-school.	130 120	310 ..
70 by 40 yds.	..	830	..	..	Dame-school . . Private-school . . A Roman Catholic school.	22 23 25	105 .. ..
acre.	66 by 60 ft. 66 by 60 ft.	1,441	..	..	Eight Sunday and daily schools	138	228
1 acre.	..	606	..	..	A dame-school . . A Sunday-school.	..	90

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Date of Receipt of Application.	Object of Application.		Total Estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.
			£.	£. Legal Expenses	£.	£. Fittings.	£.	£.	£.	£.
1841 Nov. 24	The erection of a school-house.	Liverpool, Windsor.	316 7 8	879	28	50	16	..	293	1582 7 8
24	Ditto	Liverpool, Nayler Street.	475	931 11 3	90	Architect and Legal Expenses. 83 11 6	140	..		1719 2 9
Oct. 25	Purchasing a building, to be converted into a school-house.	Limehouse . .	..	900 including Law Expenses.	..	Legal Expenses & Sundries.	Alterations. 150	..	..	1050
Nov. 20	The erection of a school-house.	Maidstone . .	461 12 6	1750	300	70	..	..	..	2561 12 6
June 10	Ditto for Infants .	Islington, All Saints.	Legal Expenses. 20	460	100	..	20	..	..	600
Aug. 7	The erection of a school-house.	Shelford . . .	230	..	..	..	..	..	205	460
1842 Feb. 2	Ditto	Bentley . . .	..	200	..	..	Legal Expenses. 25	5	80	310
10	Ditto	Carlisle, Trinity Church.	..	494	..	..	Store. 24	30	..	548
1841 April 21	Ditto	Darfield . . .	..	300	..	..	20	..	..	320
1842 Feb. 19	Ditto	Lew Trenchard .	..	..	..	..	..	..	..	..
24	Ditto	West Bromwich.	100	400	30	..	57	..	..	587
1841 Oct. 6	Ditto	Pelynt . . .	Legal Expenses. 10	170	..	..	20	..	100	300
Nov. 24	Ditto	Beddington . .	..	415	100	..	Architect. 50	62	642	1269
Jan. 15	Ditto	Beunington . .	6	146	6	..	..	..	..	158

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Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of the Committee of Council.	Decision of the Applicants.	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	..	..	..	240	15	80	..	50	40 Sermons.	185	240	240	
..	..	..	..	528	The schools will be supported out of the income of the Church of England School Society.						328	328	
490 expected 50	N. S. 40 .. 100*l.* more probably from N. S.	..	..	500	16	50	..	35	..	101	264	..	
1307 14 expected 100	N. S. 180 Dioc. Bd. Canterbury. 500	..	..	493 18 6	120	40	..	110	..	270	480	480	
370 expected 30	N. S. 50	..	..	150	30	20	..	20	..	70	79	79	
80	N. S. 60 Cam. Bd. 40	..	25 Value of Site.	255	..	34 7	..	1*d.* a-week each child.	12 Sermons.	..	81	81	
145	..	..	..	80	45	..	..	30	..	75	100	100	
200	..	..	..	340	60	..	..	60	..	120	145 10	145 10	
146 expected 20	N. S. 40	..	..	96 There has always been a good attendance, quite equal to the support of a master, when added to the endowments, and a mistress for the infant-school; and the new school-room is expected to improve the attendance materially. The boys pay 4*d.* per week, the infants 1*d.* per week. The sum of 6*s.* is made up weekly to the mistress by the vicar.							103	103	
..	..	..	..	..	..	..	..	..	..	.. in sum granted in 1839	15 10 addition to a sum of 51*l.*	15 10	
107 2	Lichfield Dio. Board 30	..	100 Site.	400	20	10to15	..	100	..	132 10 about	155	155	
50	Liskeard Bd. 25	..	28 carriage of materials	197	The vicar pledges himself to an annual subscription. The children who are poor will pay 1*s.* 3*d.* per quarter, and farmers' children 6*s.* 6*d.* to 7*s.* 6*d.*						75	75	
802	..	..	..	417	77	..	..	20 Dodd's Charity.	3	100	120	..	
58	Dioc. Bd. 30	..	..	70	..	10	12	1*d.* wk.	..	..	45	..	

Continued on pages 264, 265.

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1842 April 8	For additional grant . .	Bitston	See *ante*	..	..	..	..	..	..	..
1841 May 29	The erection of a school-house.	Cowton	N. S.	2	1	..	..	..	..	..
1842 Jan. 29	Ditto, in addition to former grant.	Dundee, Grey Friars	See *ante*	..	..	..	..	..	..	..
28	The erection of a school-house.	Dudley, St. James.	N. S.	2	5	..	..	..	..	..
1841 Sept. 16	The erection of a school .	Hurst Green . .	N. S.	4	1	..	..	..	..	..
1842 March 9	Ditto	Moulton. . . .	Infant-school.	2	..	..	..	..	..	..
Mar. 16	Ditto	Sunningdale . .	N. S.	1	and Parish officers.					
1841 Sept. 16	Ditto	Wonersh . . .	N. S.	3	..	..	..	..	..	..

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Extent of		Population of Districts from which Children will assemble.	Endowments in District.		Existing Schools in District not endowed.		No. of Children to be provided for in school, at Six Square Feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
..	..	.	..	..	..	..	..
25 perches	A piece of unenclosed ground.	715	..	..	..	..	100
..	..	..	..	..	..	..	..
45 by 13½ yds.	..	5,000	..	..	..	..	289
24 perches.	..	1,732	10*l.* Stonyhurst Establishment.	..	One	200	120
14 by 12 yds.	84 sq. yds.	318	..	..	One belonging to Independent Chapel.	11	75
¼ an acre	50 ft. sq.	700	..	..	A Dame-school . .	..	75
1 rood 37 perches.	A Common	1,195	Four	6	Three (private) . .	..	160

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Date of Receipt of Application.	Object of Application.		Total Estimated Expense of School Buildings.							
	To obtain Aid in	At	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.
1842			£.	£.	£.	£.		£.	£.	£. s.
April 8	For additional grant .	Bilston . . .	..	..	..	..	..	..	..	..
1841										
May 29	The erection of a school-house.	Cowton . . .	..	185	16 10	included	ed in house	n School	hool	201 10
1842										
Jan. 29	Ditto in addition to former grants.	Dundee, Grey Friars.	..	..	..	..	..	..	..	..
								Architect.	hi-	
Jan. 28	The erection of a school-house.	Dudley, St. James	25	400	..	..	..	20	..	450
1841										
Sept. 16	The erection of a school	Hurst Green. .	..	120	..	..	40	..	120	280
								Legal Expenses.	al	
1842										
March 9	Ditto	Moulton . . .	..	110	..	..	10	4	..	124
						Legal		Extras		
Mar. 16	Ditto	Sunningdale .	..	192	43	5	20	45	157	462
								Architect.	hi-	
1841			Turning							
Sept. 16	Ditto	Wonersh . . .	Road 3	St 200	ores 16	Legal 3 3	3	20	Include Sch	440 d in ool. 8

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Amount subscribed by Private Party.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£. s.	£.	£.	£.	£.	£.	£. s.	£.	£.	£.
..	..	..	..	..	..	..	..	..	..	..	54 on condition of adopting the plans of Committee of Council.		
62	Local Soc. 25 N. S. 25	..	..	89 8	..	..	..	1½d. week.	24	..	50	..	
..	..	..	..	..	..	..	..	..	..	..	100	..	
200	Dio. Bd. 50	..	..	290	..	..	..	1d.wk.	35 Sermons.	..	150	..	
71	..	..	..	159	..	5	..	20	House and garden.	45	60	..	
745	..	..	15 ected ..	ed 65	4	..		15	4 ..	24	38	..	
308	Winds. Bd. 30 Oxford Bd. 10 N. S. 20	..	16 6		..	.. 10			..	56 12	5598 1	..	
266		..			.. n	..	7 4	x2 1e	6N 25 401 pS	42 4 ..		.. 80	

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